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ABSTRACT

This guide is designed to help school library media specialists in establishing a media center or to provide new ideas for existing centers. The first section presents media selection information, including sources for ordering; selection guidelines; suggestions for analyzing children's materials for sexism and racism; evaluation criteria (for picture books, fiction and information books, filmstrips, and nonmusical recordings); audiovisual preview policies; purchasing procedures; and an acquisitions flow chart. Procedures for processing and cataloging various types of media are described in the second section. A section on equipment focuses on maintenance and inventory of audiovisual equipment, as well as selection, and processing. Sections on circulation and scheduling and working with teachers and support staff, aides, and volunteers are also provided. Finally, maintenance is discussed and information is provided on inventory, repair, and weeding of materials. In addtion to a glossary and a 3-page bibliography, the Oklahoma standards for library/media centers are included, arranged by level of schools, with regulations and criteria for each. The appendix provides an extensive collection of sample forms for use in library media centers, including assessments, questionnaires, and record-keeping forms. (LMM)

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Procedures Manual

For
School Library Media Centers

1907

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Foreword

Many changes are taking place in our schools and many more will take place between now and the end of this century. Libraries in our schools will play vital roles in these changes.

Today, we find these libraries referred to as library media centers. This change in title is but a reflection of the changing role of the library in the educational process.

This guide is designed to help cope with those changes. The areas addressed include selection, acquisition and processing of materials, their maintenance, their circulation, and equipment. These are the nuts and bolts of everyday library media center operation.

The Oklahoma State Department of Education hopes this manual will assist school library media specialists in establishing a media center or providing new ideas for existing centers.

Leslie Fisher

Leslie Fisher
State Superintendent

Acknowledgments

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SELECTION OF INSTRUCTIONAL MATERIALS

The selection process should begin with the formulation of a district selection policy. The media selection policy reflects basic factors influencing the nature and scope of collections, such as curriculum trends, innovations in learning and availability of materials and equipment. The rationale for the adoption of a written selection policy, components of the policy and sample policies are included in the Guidelines for Library Media Programs in Oklahoma from the Oklahoma State Department of Education, Library Resources Section.

THE SELECTION PROCESS: Selection of materials should be a cooperative process involving the media staff, curriculum consultants, teachers and students. The process of examining and evaluating materials and equipment being considered for purchase is continuous and systematic.

1. LIBRARY MEDIA SPECIALIST - A leadership role must be assumed by the library media specialist. This person is uniquely qualified by training and experience for this role and can balance school needs with a knowledge of the existing collection and availability of media on the market.

2. TEACHERS - Teachers should be involved in the selection process. They know their fields and students and are primarily responsible for student activities. (see Appendix page 205)

3. STUDENTS - Individual students can provide a valuable service by previewing and actual tryouts.

4. PARENT AND COMMUNITY - It is not recommended that parents select materials, but they should be considered in establishing the guidelines. The collection should reflect the community. Economic and ethnic backgrounds should be considered.

WHERE SUITABLE TITLES CAN BE FOUND: Materials and equipment should be evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination whenever possible. Published evaluations, including those in reviews, recommended lists, and standard bibliographic tools are used in selection. The following are recommended for the initial selection aid collection: (See Bibliography for ordering information.)

The Bookfinder. American Guidance Service

- materials for ages 2-15
- arranged by subject
- split page format

Booklist. American Library Association

- published bi-monthly
- covers print and non-print K-12
- brief, critical reviews
- reviews by editors and media specialists
- not recommended titles are omitted

Books for Secondary School Libraries. R. R. Bowker

- compiled by Library Committee for National Association for Independent Schools
- 4,000 fully indexed books by title, author
- subjects divided by Dewey classification
- up-to-date selection guide for the college bound student

booklist
HILDRENS C
THE BOOK FINDER

Children's Catalog. H. W. Wilson

- over 5,000 titles
- 5 years between new publications
- annual supplements
- arranged A-Z by author, title, subject
- expanded coverage in topics of contemporary interest

The Elementary School Library Collection. Bro-Dart Foundation

- over 13,000 titles
- annotates books and AV materials
- entry by author in catalog card format with suggested buying phases
- separate author, title subject indexes
- reading level indicated (Fry formula)
- gives separate listing of books for beginning readers
- keynotes titles recommended for the gifted reader and slow reader

Gushers & Dusters. Oklahoma State Department of Education

- recent print publications are reviewed
- reviewed by Oklahoma librarians
- contains both favorable and not recommended reviews

Horn Book Magazine.

- recommended reviews only
- reviews films and recordings
- excellent articles
- lists Braille books

Media & Methods. North American Publishing Company

- reviews of AV software
- informative articles

Media Review. Professional Evaluation of Instructional Materials

- reviews AV software only
- rating given on a one to four star basis
- includes items not recommended for purchase

School Library Journal. R. R. Bowker

- reviews by librarians only, both favorable and unfavorable
- articles and news about libraries and related areas.
- non-print reviews included

Senior High School Library Catalog. H. W. Wilson

- full bibliographical information for each book
- author, title, subject index
- annual supplement between new editions

JUNIOR HIGH SCHOOL LIBRARY CATALOG
SLJ
SCHOOL LIBRARY JOURNAL
MEDIA REVIEW

Some Recent Materials for Elementary Schools. Document #6.

Some Recent Materials for Secondary Schools. Document #3.

Oklahoma State Department of Education

- lists titles containing at least three favorable national reviews

Top of the News. American Library Association

- published quarterly
- reviews book considered currently significant

Virginia Kirkus Service.

- published bi-monthly
- informative reviews of adult and children's books
- strong in review of fiction

THE
ELEMENTARY
SCHOOL
LIBRARY
COLLECTI
SOONER
GUSHERS and DUSTERS
Book Reviews K-12
The Horn
Book
MEDIA
& METHODS

For a more comprehensive list of professional media selection aids, obtain document #24 from Library and Learning Resources Section of the State Department of Education.

WHERE ONE CAN ORDER:

1. Jobber
   - maintains large supply from many publishers
   - usually provides excellent service
   - good discounts
   - eliminates multiple purchase orders
   - preprocessing and commercial catalog cards available
   - lists of jobbers available in Steps to Service (see bibliography)

2. Local Book Store
   - convenience of examining books on hand
   - stock of titles limited
   - little or no discount
   - trade binding only

3. Salesperson
   - opportunity to examine new materials
   - danger of high pressure sales
   - "package deals" which may include poor quality materials that do not meet educational needs

DO'S AND DON'TS OF MATERIAL SELECTION

1. Do select materials from approved lists based on the needs of your particular school.

2. Do purchase materials from established jobbers or wholesalers to receive the best return for your budget.

3. Don't buy inexpensive materials in order to extend the budget if these are of poor quality.

4. Don't select materials from publishers' catalogs until you have found favorable reviews.

5. Don't overdo the purchase of controlled vocabulary materials, even though some carefully selected ones are needed for slow readers.

6. Don't spend all your money on materials displayed by one salesperson; no one represents more than a limited number of publishers.

7. Don't buy rewritten classics in a slick format for elementary children; let them grow up to these books in the original writing in attractive new editions and read them aloud until that time.

8. Don't spend your money on sets of books except the standard encyclopedias unless you are certain the set has been favorably reviewed.

9. Don't spend school money for boys' and girls' series books with stereotyped characters and hackneyed plots, which may be harmless, but certainly inferior in quality. Provide quality books so that children are selecting from the best, even though these are expensive.

10. Don't fall for package deals. Many will contain "duds". Remember that a bargain is no bargain if you don't need it.

11. Don't keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for the eager or reluctant reader.

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ANALYZING CHILDREN'S MATERIALS FOR RACISM AND SEXISM*

CHECK THE ILLUSTRATIONS

1. Look for Stereotypes--A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries derogatory implications.

2. Look for Tokenism--Illustrations must be true to the people depicted, not caricatures or stereotypes.

3. Who's Doing What?--Are minorities in subservient, passive roles; males "doers" and females inactive observers?

CHECK THE STORY LINE FOR BIASES

1. Standard for Success--Do minority persons have to exhibit extraordinary qualities--excel in sports, get A's, to gain acceptance and approval?

2. Resolution of Problems--Are problems faced by racial minorities and females resolved by independently meeting challenges and finding their own solutions?

3. Roles--Are boys and girls participating equally in physical and intellectual activities? Are female achievements based on initiative and intelligence or to their good looks or to their relationship with males?

LOOK AT THE LIFESTYLES--If minority groups are depicted as "different", are negative value judgments implied? Minority people should be portrayed in all aspects of life, in different living situations, jobs and professions.

WEIGH THE RELATIONSHIPS BETWEEN PEOPLE--Are family relationships depicted in a biased manner. Are there accurate portrayals of one-parent and multiple-parent (divorce-remarriage) families?

NOTE THE HEROES--When minority heroes do appear, are they admired for the same qualities that have made nonminority heroes famous?

CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE--Are norms established which limit any child's aspirations and self-concept? (i.e., fathers in roles other than going to work or doing male-type chores, and mothers in roles other than housework and child-rearing)

CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND--If the author or illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of the book?

WATCH FOR LOADED WORDS--These words have insulting overtones, i.e., "savage," primitive," "crafty," "docile," and "backward". Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females.

LOOK AT THE COPYRIGHT DATE--Nonsexist books, with rare exceptions, were not published before 1973; copyright dates can be a clue as to how likely the book is to be overtly racist or sexist.

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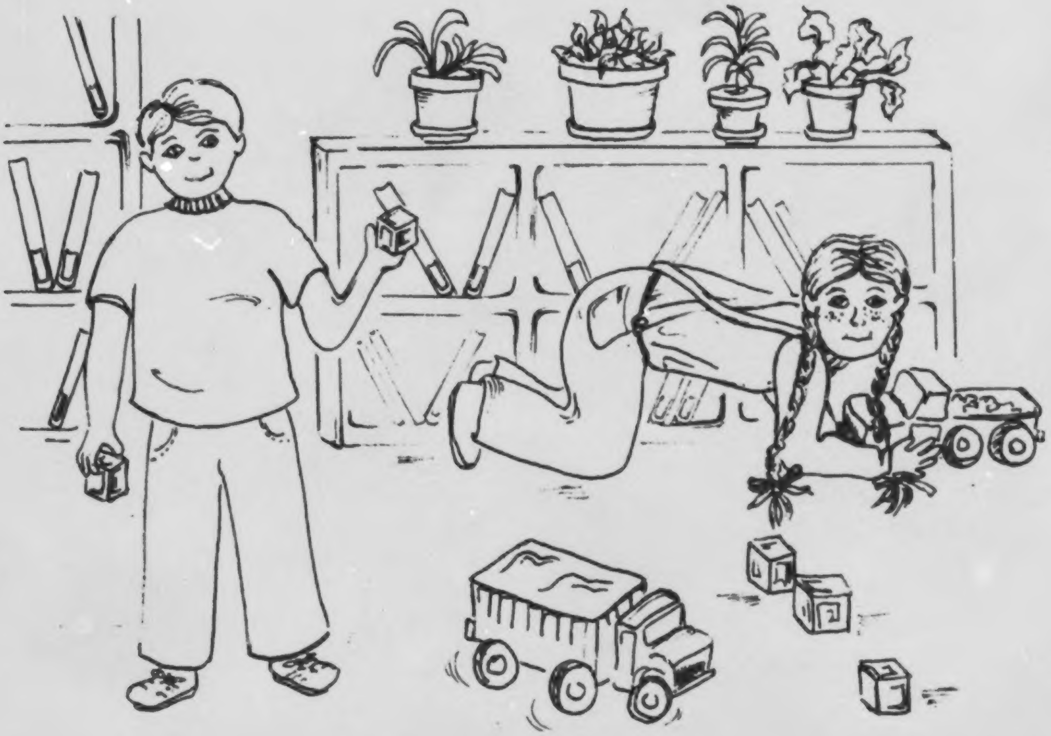
*Excerpted from the following:

"10 Quick Ways to Analyze Children's Books for Racism and Sexism," The Council on Interracial Books for Children

Little Miss Muffett Fights Back, Feminists on Children's Media, New York, 1971.

Citizens' Study--Sex Discrimination in the Kalamazoo Public Schools, 1972.



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CRITERIA FOR EVALUATING PICTURE BOOKS

Probably the best way to learn to judge a picture storybook is to look searchingly at the finest that have been produced. The following questions will help direct attention to the factors that should be considered.

The content of the book

What is the story or content of the book?
In what genre of literature does it belong?
Where does it take place?
When does it take place?
What theme is presented?
For what age group does it seem most appropriate?
Are characters well delineated and developed?
Are stereotypes of sex, race, and other avoided?
What is the quality of the language?

The illustrations

How are the pictures made an integral part of the text?
How is action in the text reflected by action in the pictures?
How do the pictures help create the mood of the story?
How do the pictures show character delineation and development?
Are the pictures accurate and consistent with the text?
Are the pictures authentic?
Do they extend the text?

The media and style of illustrations

What medium or combination of media have been used (watercolor, chalk, crayon, woodcut, collage, ink)?
How may colors have been used?
Are the colors bright, soft, varied?
How would you describe the style of illustrating (delicate, vigorous, realistic, stylized, decorative)?
How has the illustrator varied style and technique?
What techniques seem to create movement or rhythm?
How has the artist created balance in composition?
Does the medium compliment the tone of the story?
Is the style appropriate to the story?

The format of the book

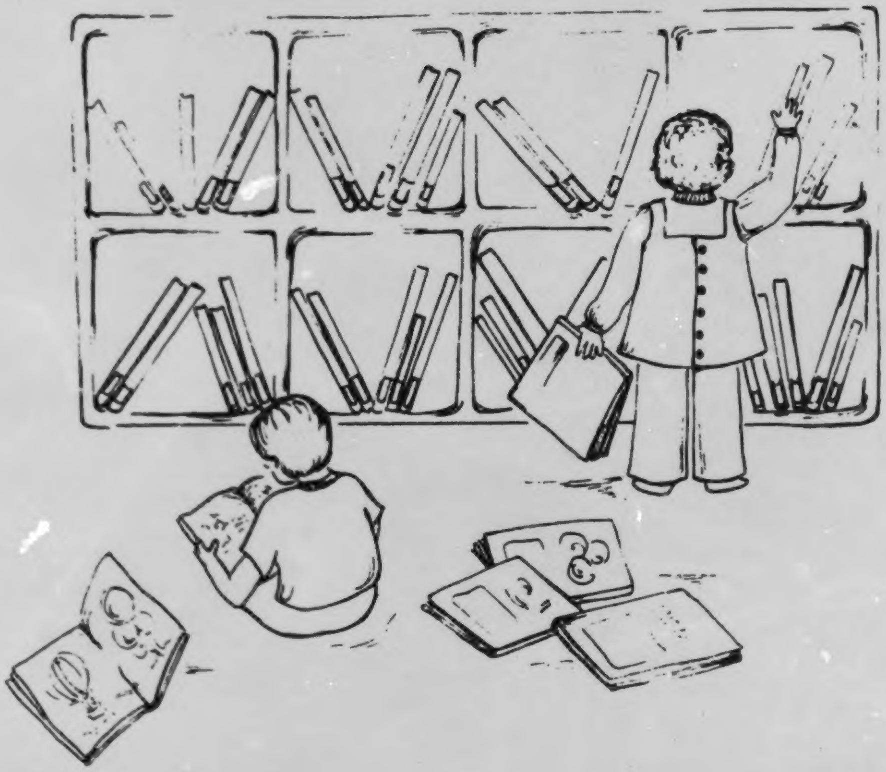
What is the size of the book?
Does the jacket design express the theme of the story?
Does the cover design convey the spirit of the book?

How do the endpapers reflect the theme of the book?
How does the title page add to the book?
Is the type design well chosen for the theme and reader of the book?
What is the quality of the paper?
How durable is the binding?

Comparison with others

How is this work similar to or different from other works of the artist?
How is this book similar to or different from other books with the same subject or theme?
What comments have other reviewers made about this book?
What has the artist said about his work?
What contribution will this book make to the growing body of literature for children?
How long lasting will it be?

Huck, Charlotte S. Children's Literature in the Elementary School. 3rd ed., New York: Holt, Rinehart and Winston, 1976, p. 127.



CRITERIA FOR EVALUATING FICTION BOOKS

Setting (When and where did the story take place?)

Should be clear and believable.
In case biography - should be authentic.

Point of view - (Who tells the story?)

Author may write as narrator and describe characters and setting.
Narrator may make no comment and simply let characters actions speak for them.
If told in first person, voice may be an impartial bystander or a principle character.

Characters (Who are they? How are they revealed? How do they change and grow?)

Characters must be both believable and convincing.
Characters should develop naturally and talk in ways consistent with their age, sex, background, ethnic group and education.

Plot (What happens in the story?)

Plot is basically a series of actions that move the related sequence to a logical outcome.
If there is no sequence, book may be a series of episodes.
Plot needs an introduction to set the stage; a development involving conflict, opposition or a problem; and a climax of action or strong indication of resolution.

Theme (What is the main idea of the story?)

May reflect developmental values.
May have no specific theme but instead be just for fun; or highlight a person or period.

Style (How is the story written? What ideas are expressed?)

Involves authors choice of words, sentence patterns, and imagery used.
As in theme there should be appropriateness and integrity.

Adapted from Sutherland, Zena and Arbuthnot, May Hill. Children and Books. 5th ed. Glenview: Scott F., 1977, pp. 21-28.

CRITERIA FOR EVALUATING INFORMATION BOOKS

Accuracy and Authenticity

- Qualifications of the author
- Accuracy of Facts
- Being Up-to-Date
- Including All the Significant Facts
- Avoiding Sterotypes
- Using Facts to Support Generalizations
- Making the Distinction between Fact and Theory
- Avoid Anthropomorphism

Content and Perspective

- Purpose
- Intended Audience
- Adequate Coverage
- Demonstration of Scientific Method
- Interrelationships and Implications

Style

- Clarity and Directions
- Level of Difficulty
- Reader Involvement
- Vivid Language

Organization

- Structure
- Reference Aids

Illustration and Format

- Clarification and Extension of Text
- Suitability of Media
- Captions
- Formats

Huck, Charlotte S., Children's Literature in the Elementary School, 3rd. ed. updated, New York: Holt, Rinehart and Winston, 1976, p. 524.

CRITERIA FOR EVALUATING FILMS, FILMSTRIPS AND NONMUSICAL RECORDINGS

Authenticity

Is it authentic, accurate and up-to-date?

Is it free from bias, prejudice or misleading emphasis?

Is the author or producer well qualified?

Are translations and retellings faithful to the original?

Utilization

Will it stimulate and maintain the user's interest?

Will the user be stimulated to further study or discussion?

Is it useful with individuals as well as groups?

Are the format, vocabulary, concepts and methods of development appropriate for the intended audience?

Will it develop concepts that are difficult to get across in other ways?

Will it affect attitudes, build appreciation, develop critical thinking or entertain?

Does it achieve its stated purpose?

Content

Is it well organized and well balanced?

Is the script well written and imaginative?

Is it timely or pertinent to library, community or curriculum needs and problems?

Is the treatment, e.g. animation, dramatization, illustrated lecture, factual analysis, etc., appropriate for the subject?

Does it present information in ways that other materials do not?

Does it compliment printed or other audiovisual materials in the same subject areas?

Could the subject be treated better by other media?

Technical Qualities

Is the photography, e.g., choice and handling of visuals, composition, color, focus, exposure, special effects, etc., satisfactory and effective?

Are the visuals other than photographs, e.g., paintings, illustrations, maps, charts, etc., well reproduced and effectively used?

Are the principles of artistic balance and design observed?

Are titles, captions and explanations readable and of suitable length and in proper positions?

Is the sound acceptable, e.g., good fidelity, realistic sound affects, synchronization and absence of conflicts between the background music or sound effects and the narration or dialogue?

Is the editing e.g., continuity, matching, rhythm, pacing, etc., satisfactory?

Do the actors have good voice quality, diction and timing?

Is the acting believable and convincing?

Does the narrator have good voice quality, diction and timing?

Is the narrator condescending in mannerisms and style?

Overall Rating

(In addition to the above criteria the following general criteria should be considered when giving the item an overall rating.)

Is the production imaginative and creative?

Is it of significant educational, social or artistic value?

Is it worth the purchase price?

Are accompanying guides or notes well written and helpful?

Is the packaging easily manipulated and durable?

---

*Developed by The Booklist and used with special permission.

AUDIOVISUAL PREVIEW POLICIES

Whenever possible all audiovisual materials should be previewed before purchasing to insure that the accuracy, quality of presentation, and format meets the educational objectives and goals desired. Most materials can be obtained on 30 day approval.

In most schools previews must be submitted to the administration on a form such as a standard requisition, preview letter, or request slip. (see Appendix, page 199).

If a requisition is used it must be completely filled out and signed by both the requesting teacher and the librarian.

Preview Policies:

Preview policies vary from school district to school district but they have several criteria in common.

1. Materials should be selected for a specific area where the collection is inadequate, and should be evaluated by a subject specialist in that area for accuracy, clarity of presentation, appropriateness for the grade level, organization, and to verify that the material covered conveys a complete concept of the subject.

2. The subject specialist should be sure that the material offers the student opportunities for development in various educational areas (See Appendix, page 207).

3. The librarian should preview the materials to insure the quality of presentation, i.e., color, clarity, quality of sound, etc.

    a. The advance bell on cassette tapes should not be too frequent or loud. The change of the tone of the narrator often will indicate the tape has been spliced or dubbed over.

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b. The format must suit the subject, i.e., maps may be most suitable for a presentation instead of a cassette tape or filmstrip because the teacher may want to pause to point out a specific area, etc.

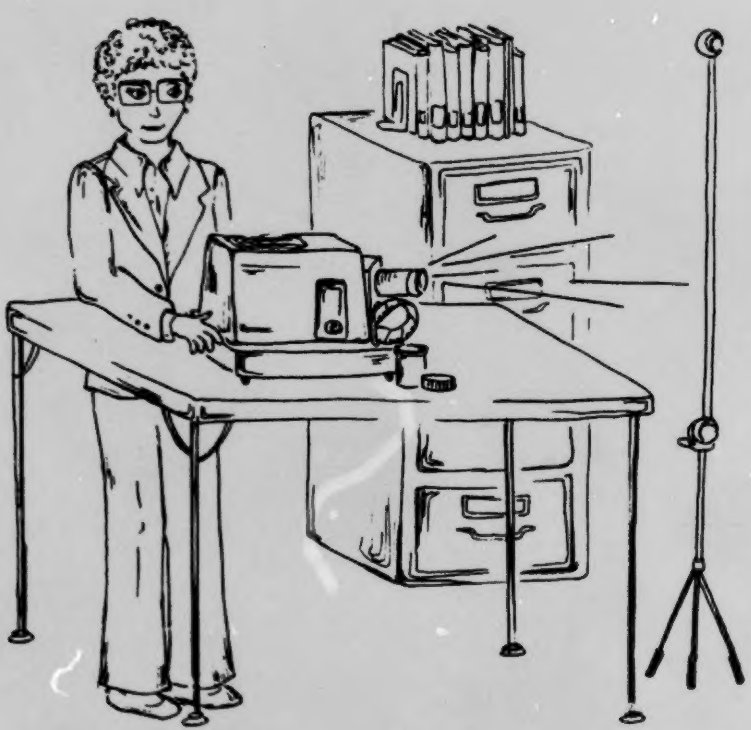
c. If 16mm film or filmstrips are used are they in color, black and white, or is there a mixture of both? If a combination is used is it distracting or does it enhance the presentation?

d. Are the styles in dress and hair current or dated?

4. The preview form should be completely filled out and returned to the librarian with the preview materials.

5. If the material previewed does not meet the criteria for selection, the materials should be mailed to the vendor and preview form filed behind the label DO NOT PURCHASE-PREVIEWS. This file should always be checked before any preview is requested.

6. A form letter may be sent with the returned preview items to thank the vendor for the opportunity to evaluate the materials. (See Appendix, page 201).



PURCHASING PROCEDURES

After the selection process is completed it is time to prepare the purchase order--or requisition. Since school districts vary in their procedures, it is wise to check with the administration office, or purchasing office, to find out exactly what format and procedures they prefer. The librarian should also find out which account numbers will be assigned to the library media center, i.e., BOOKS 0230.01; PERIODICALS 0230.02; AUDIOVISUAL 0230.03; OFFICE SUPPLIES 0230.04, etc.

Requisition Procedure

Forms vary with the school district but usually are in duplicate and include approximately the same information.

1. Complete the requisition form and attach any preview forms used for selection--it is also a good idea to include the rationale for purchasing the materials if space at the botton of the requisition is available. Send the form to the Principal for approval.
2. Price quotes (bids) are available from many jobbers upon request.
3. It is wise to over-order by approximately 1/3 your budget. You may wish to type on the purchase order "Do Not Exceed $______."
4. Send the approved requisition to the purchasing office for ordering.
5. Once an order is placed a duplicate copy of the requisition is usually returned to the librarian.
6. Subtract the funds from the account number assigned to the returned requisition.

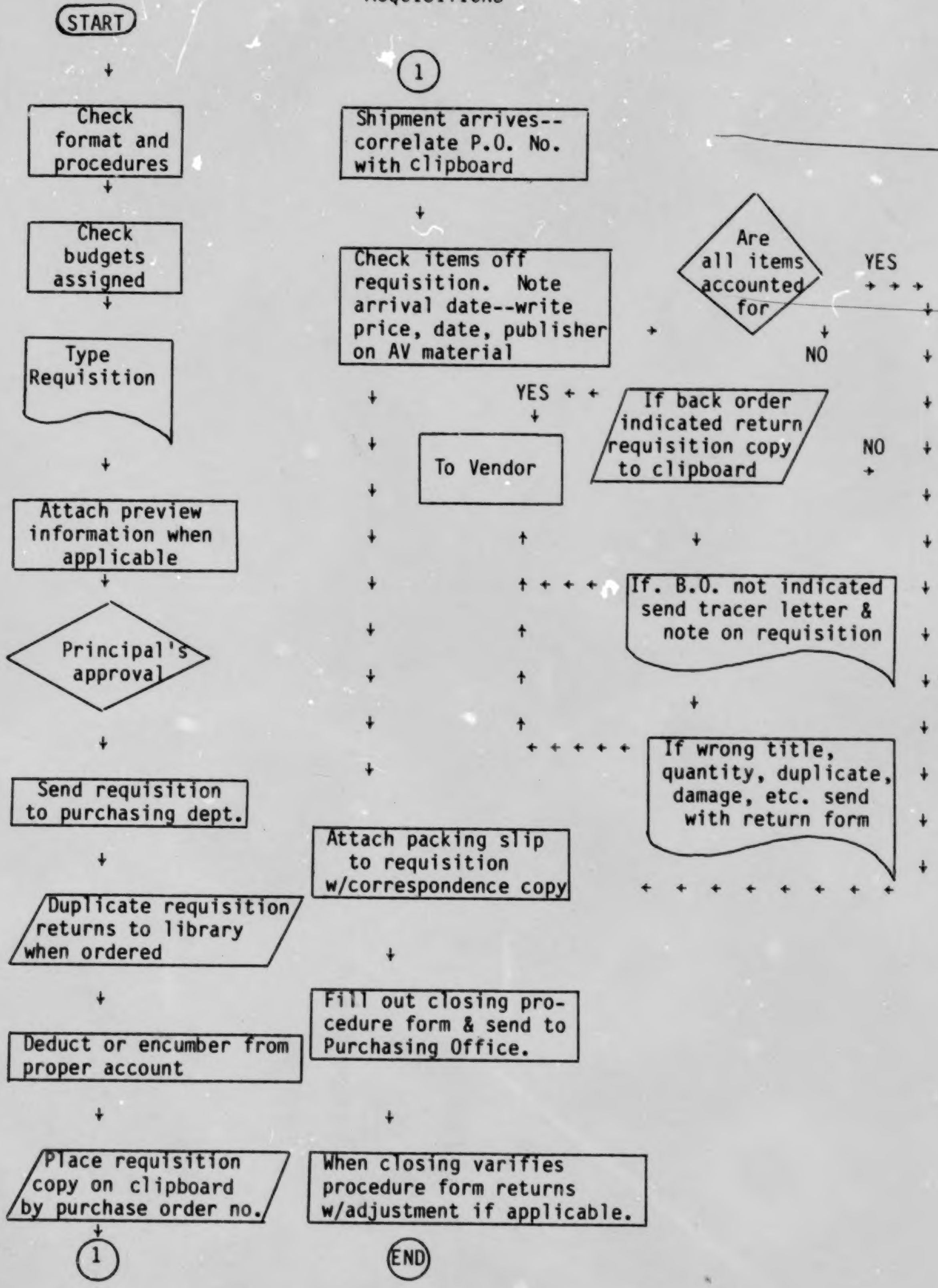
7. Place the requisition copy on a clipboard, or in a file, labeled OUTSTANDING REQUISITIONS 19__ to __; requisitions are easily located if they are placed in numerical order by the purchase order number.

Shipment Arrivals

Following basic procedures eliminates confusion and allows for prompt follow-up correspondence.

1. When a shipment arrives correlate the purchase order number on the packing slip with the purchase order number on the requisition.
2. Check each item off the requisition as it is unpacked. At this time materials may have the date, price, and vendor noted in pencil for later use in cataloging.
3. Record the date of receipt on the requisition and note any errors in shipment. Vendor should be promptly notified.
4. Attach the packing slip and any related correspondence to the requisition.
5. If the order is completed notify the purchasing department. Price changes and shipping costs should be reported back to the media specialist.
6. If the order is incomplete return the requisition to the file.

ACQUISITIONS


START
Check format and procedures
Check budgets assigned
Type Requisition
Attach preview information when applicable
Principal's approval
Send requisition to purchasing dept.
Duplicate requisition returns to library when ordered
Deduct or encumber from proper account
Place requisition copy on clipboard by purchase order no.
1
1
Shipment arrives--correlate P.O. No. with clipboard
Check items off requisition. Note arrival date--write price, date, publisher on AV material
Are all items accounted for
YES
NO
YES
To Vendor
If back order indicated return requisition copy to clipboard
NO
If. B.O. not indicated send tracer letter & note on requisition
If wrong title, quantity, duplicate, damage, etc. send with return form
Attach packing slip to requisition w/correspondence copy
Fill out closing procedure form & send to Purchasing Office.
When closing varifies procedure form returns w/adjustment if applicable.
END

SUGGESTIONS FOR ORGANIZING A CENTRAL LIBRARY MEDIA COLLECTION

1. Hire a library media specialist.
2. Order library tools (books essential to library media organization). See Bibliography.
3. Order supplies, furniture, etc.
4. Have teachers gather from their rooms books and materials which are to be considered for the central collection.
5. Library media specialist goes through each classroom selecting materials to be moved into the central collection.
6. After all materials have been collected in a central place, the library media specialist goes through them once again weeding with a more critical eye. Remember you are striving for a quality collection and not numbers. See Maintenance Section, page 108 for weeding hints.
7. It is recommended that some standard list, such as the *Children's Catalog*, *Elementary School Library Collection* or *High School Catalog*, be used as a guide in deciding which books to retain for the library media center. Books not included in the standard list used for checking should be carefully considered in relationship to their usefulness in the school.
8. After weeding, the books which are to be retained for the library media center are more readily handled for initial organization if they are roughly grouped either by general subject (fiction, biography, science, fairy tales, history, etc.) or by author.

9. Prepare an order for commercial catalog cards for books to be kept in center. Order should include author's last name and title of the book. (See page 32 for commercial catalog sources.)
10. While waiting for catalog cards for the book collection, audio visual materials can be cataloged and processed. Many publishers provide cards and if you have numerous sets to catalog, it might be advantageous to write the companies.
11. Equipment needs to be checked for repairs and a circulation system set up.
12. When catalog cards for the books arrive, process the books with cards. Books without commerical cards must be cataloged. Use a simplified method.
13. Analyze the collection on hand. Order new books and materials. Encourage teacher participation in selection.
14. File cards in the card catalog.
15. Conduct an orientation for the staff.
16. Create a flexible schedule so that all students have an opportunity to use the center.
17. Work with a library media committee to set up policies and rules for the use of the facility and the circulation of materials.
18. Publicize.

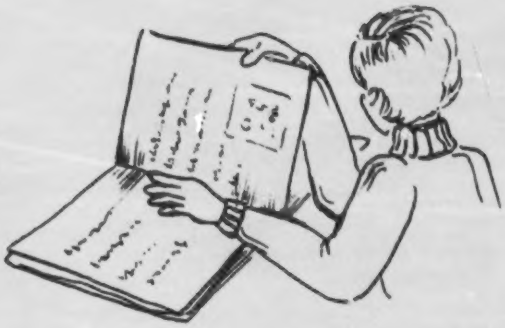
Keep a positive outlook and don't become discouraged. It is a time-consuming job. Encourage administrative and faculty support for the time needed in organization and reward their patience with the very best of service when in operation.

PROCESSING OF BOOKS

Receiving Process

1. Unpack boxes and check packing slip against the books received.
2. Arrange alphabetically by author on book truck.
3. Check off each book on purchase order.
4. Verify receipt of books by dating and initialing purchase order.
5. Pencil in price of each book (upper right hand corner of flyleaf).

Open and Collate Books



1. Remove dust jacket if book has picture cover.
2. Collate by opening the front cover and then the back. Follow through by lightly creasing down the front flyleaf and then the back flyleaf. Work alternately from the front and back toward the center of the book, pressing down a few pages at a time.
3. Examine book for defects such as up-side down pages, missing pages, etc. If defective, contact the jobber.
4. If uncut pages are found, separate them by inserting a catalog card or other card which has enough weight and a sharp edge capable of splitting the edges neatly apart.

Accessioning

More and more school library media specialists are finding they can delete this step in the processing procedure and save a great deal of time. Most information needed for an item can be found or placed on the shelf list card. Copy 1, Copy 2, etc. is used to distinguish books of the same title.

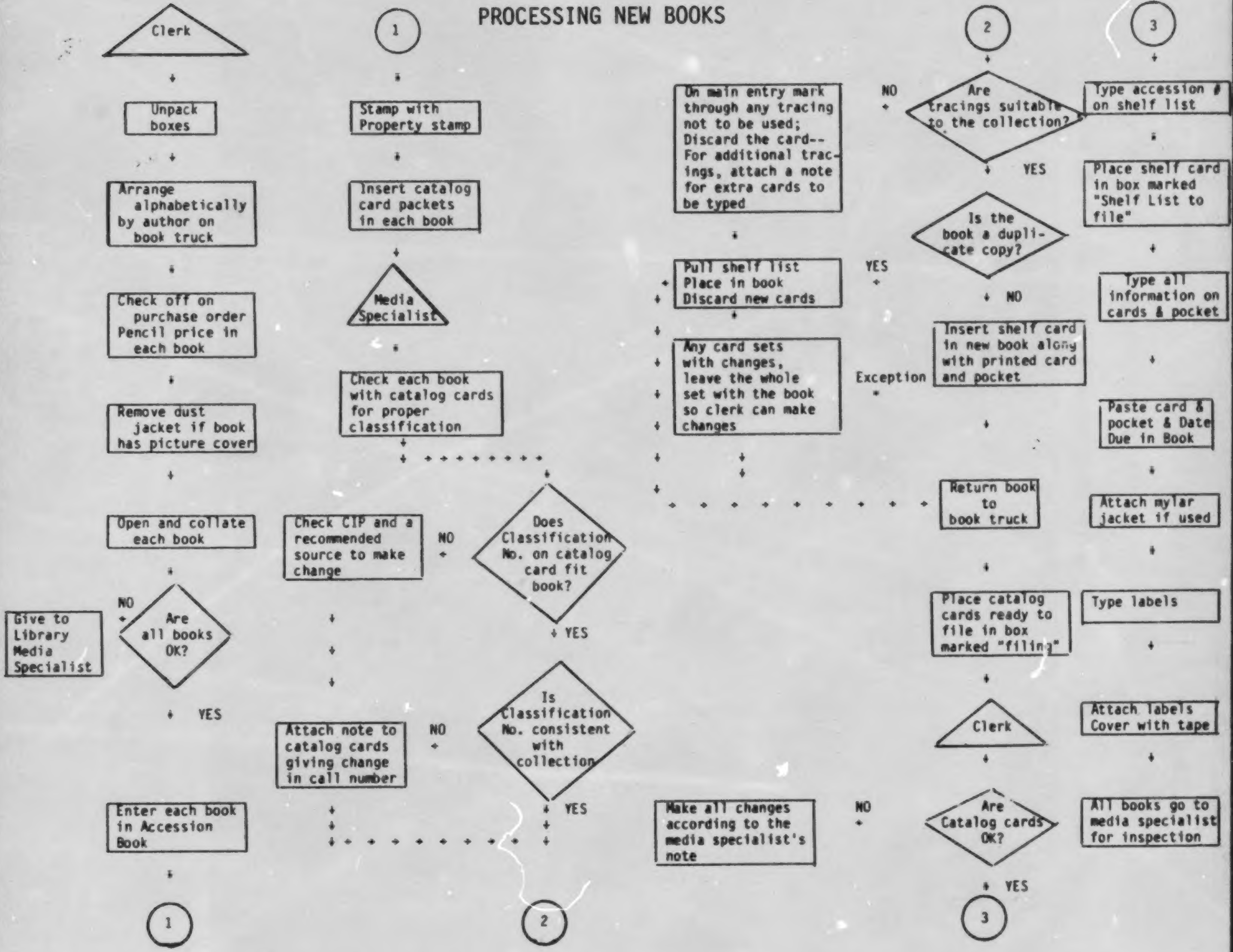
The following information is placed on the shelf list card:

Copy number
Name of jobber
Date purchased
Cost of material
Source of funds (Federal, state or local)

Stamping

1. Use property stamp on:
   inside front and back flyleaf
   on title page
   on card pocket
2. All books purchased with Federal funds must be marked with the appropriate source and year of funding.

PROCESSING NEW BOOKS


Clerk
Unpack boxes
Arrange alphabetically by author on book truck
Check off on purchase order Pencil price in each book
Remove dust jacket if book has picture cover
Open and collate each book
Are all books OK?
NO
Give to Library Media Specialist
YES
Enter each book in Accession Book
1
1
Stamp with Property stamp
Insert catalog card packets in each book
Media Specialist
Check each book with catalog cards for proper classification
Does Classification No. on catalog card fit book?
NO
Check CIP and a recommended source to make change
YES
Is Classification No. consistent with collection
NO
Attach note to catalog cards giving change in call number
YES
2
2
Are tracings suitable to the collection?
NO
On main entry mark through any tracing not to be used; Discard the card-- For additional tracings, attach a note for extra cards to be typed
YES
Is the book a duplicate copy?
YES
Pull shelf list Place in book Discard new cards
Any card sets with changes, leave the whole set with the book so clerk can make changes
NO
Insert shelf card in new book along with printed card and pocket
Exception
Return book to book truck
Place catalog cards ready to file in box marked "filing"
Clerk
Are Catalog cards OK?
NO
Make all changes according to the media specialist's note
YES
3
3
Type accession # on shelf list
Place shelf card in box marked "Shelf List to file"
Type all information on cards & pocket
Paste card & pocket & Date Due in Book
Attach mylar jacket if used
Type labels
Attach labels Cover with tape
All books go to media specialist for inspection

Commercial Cataloging

The use of printed catalog cards is highly desirable. These cards can be ordered from the jobber when placing an order. Other sources are available and are invaluable when organizing a media center from classroom collections.

1. Upon receipt of catalog cards, check against order form to determine if all sets were received.
2. Verify subject headings on commercial cards by using *Sears' List of Subject Headings* and make additions or corrections as established for the center.
3. Verify carefully the information on the title page. It should be reproduced accurately.
4. Type the copy number, accession number, price and purchasing information on the shelf list card. Source of funds (federal, state, or local) should also be included.

It is much more cost effective to order books preprocessed and with commercial catalog cards. *Wisconsin Library Bulletin,* July-August, 1980, reported a cost of $4.15 for processing each book into the library. Commercial services are one-fourth that amount. The time saved by the library media specialist can be used to provide additional services to students and faculty.

Some sources for printed catalog cards include:

Brodart
1609 Memorial Ave
Williamsport, PA 17705
1-800-233-8467

Catalog Card Corp.
1300 E. 115th St.
Burnsville, MN 55337
1-800-328-2923

Demco, Inc.
Box 7488
Madison, WI 53707

3M Library Systems
3M Center
St. Paul, MN 55101

Specialized Service & Supply Co.
321 Bank Avenue
Cincinnati, OH 45217
(Nonprint)

Cataloging

Original cataloging must be done for all materials if commercial cards are not available.

1. Make a work slip on 3 x 5 note paper. Record information from the title page: author, title, publisher, date of publication. Record number of pages and types of illustrations. Add accession or copy number. Work slip may serve as temporary shelf card until cards can be typed.
2. Select appropriate subject headings from *Sears' List of Subject Headings*. Add to work slip.
3. Add other tracings to work slip.
4. Annotate work slip if desired.
5. Add classification number to work slip and the three letters of the author's last name. (See Classification Procedures)
6. Type unit set of catalog cards. (See Procedure for Typing Catalog Cards)

Classification Procedures

1. Check first to see if book is listed in *Children's Catalog*, *Elementary School Library Collection*, *Junior High School Library Catalog* or *Senior High School Library Catalog*. If so, use this classification number. If not:
    a. Read the introduction and foreword.
    b. Examine the table of contents.
    c. Skim the body of the book.
2. Assign the classification number, after consulting the *Dewey Decimal Classification and Relative Index*, Abridged Edition.

3. Check the shelf list to avoid discrepancies. Be sure the classification number, or any modification of the number, is identical to that used for other materials of the same nature.
4. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.
5. Special classifications:

   Use SC for short story collections.
   Use B for individual biography.
   Use 920 for collective biography.
   Use F for fiction.
   Use E for easy fiction/picture books.
   Use R above the class number to indicate a reference book.
   Use P above books that are in the professional collection.

6. Under the classification number the first three initials of the author's last name are used.

Preparation of Book for the Shelf

1. Assign copy number and type on:

   shelf list card
   checkout card and pocket

2. If printed card and pocket did not come with book, type classification number, author, and title on each. (Add book price to book card.)
3. Paste card and pocket and date due in book.
4. Attach label to spine (one and one-half inches from the bottom).
5. Cover label with wide tape or if book jacket is to be used, cover the jacket with mylar book cover.

Book Pocket

F
Bur
c. 2

Burnford, Sheila
Incredible Journey

Book Card

F Bur c. 2	$6.18
Burnford, Sheila	
Incredible Journey	
Date	
Oct 1	J. Doe

Date Due Slip

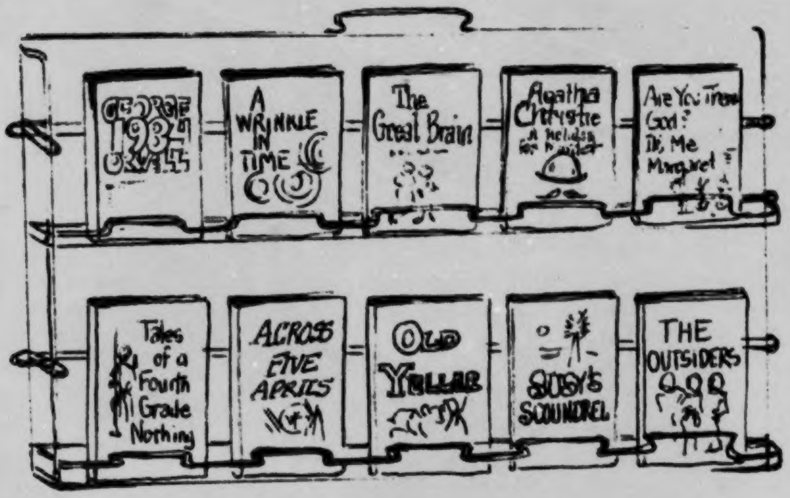
DATE DUE				
Oct 1				

PROCESSING OF PAPERBACK BOOKS

Library media centers vary in the way in which paperbound books are processed. If they are to be intershelved, it is probably wise to catalog and process the paperbacks in the same manner as hardbacks. However, the practice in many schools is to use a simple processing method giving paperbacks an accession number only (PB-01, PB-02) and dispensing with a call number.

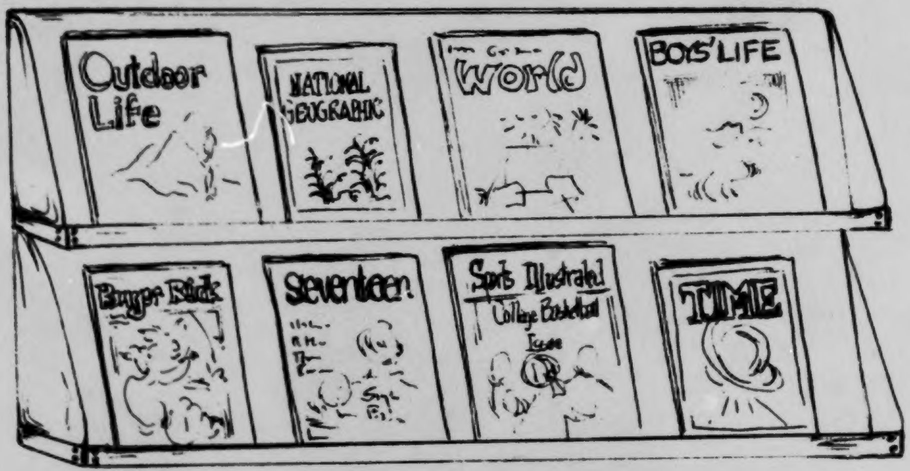
Cataloging is then limited to a shelf list card showing accession number and a duplicate card in a separate card catalog drawer entitled PAPERBACKS in which cards are alphabetized by title. If cataloged as hardbacks, it should be noted on the shelf list that the copy is a paperback.

Some school librarians have found paperbacks have a longer circulation life when students or volunteers cover each book with a clear plastic film available from any dime store or discount house.


George Orwell 1984
A Wrinkle in Time
The Great Brain
Agatha Christie
A holiday for murder
Are You There God? It's Me Margaret
Tales of a Fourth Grade Nothing
Across Five Aprils
Old Yeller
Susy's Scoundrel
THE OUTSIDERS

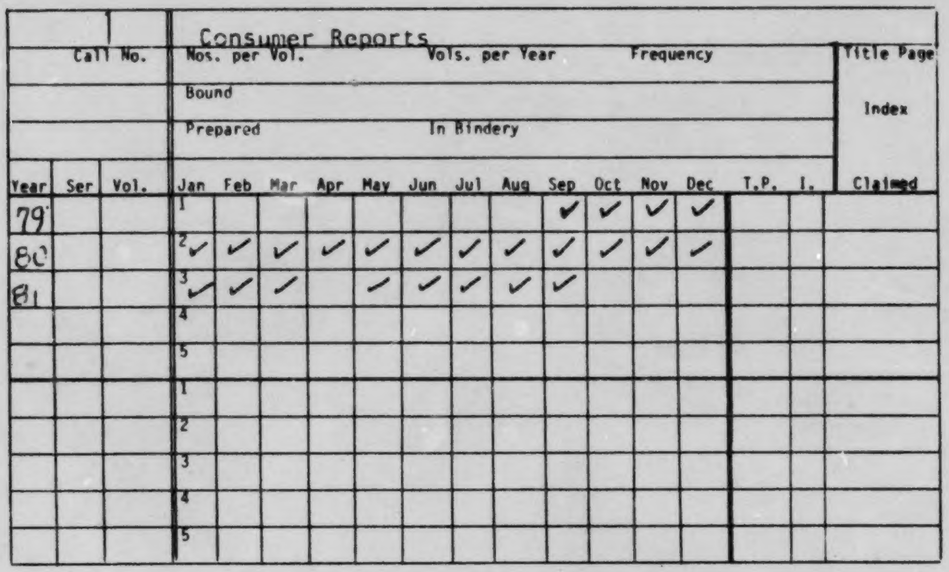
PROCESSING OF PERIODICALS

Periodicals are those items which arrive at regular intervals throughout the year. Magazines and newspapers are the typical periodicals for a school media center. The most recent issue is displayed in a CURRENT PERIODICALS RACK in the media center accessible to the students. Older issues are usually stored for later research needs. A list of subscription agencies may be obtained from Steps to Service (see Bibliography).


Outdoor Life
NATIONAL GEOGRAPHIC
World
BOYS' LIFE
Seventeen
Sports Illustrated
College Basketball Issue
TIME

To process each periodical:

1. Prepare a separate check-in card according to the frequency of that item (i.e., daily, weekly, monthly, etc.) by typing the title and year in the appropriate place. Keep the cards in a file arranged alphabetically by title.



Consumer Reports

Call No.

Nos. per Vol. Vols. per Year Frequency

Bound

Prepared In Bindery

Title Page

Index

Year	Ser	Vol.	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	T.P.	I.	Claimed
79			1								✓	✓	✓	✓			
80			2 ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
81			3 ✓	✓	✓		✓	✓	✓	✓	✓						
			4														
			5														
			1														
			2														
			3														
			4														
			5														

2. When the magazine arrives, pull the check-in card and indicate the issue received by marking the correct date.
3. Stamp the magazine with the school property stamp on the front cover. Paste in checkout card, pocket, and date due slips.
4. Replace the earlier issue with the new issue in a magazine cover (if available) and put on the Current Periodicals Rack.
5. Place the older issue in the periodical storage area. A back-run of five years is recommended for research purposes.

A Periodical Holding List should be prepared to facilitate students' use of back issues. This is an alphabetical list of all magazines in the media center showing the dates available for each title and format. The Periodical Holding List should be kept near the magazine indexing service (_Abridged Reader's Guide to Periodical Literature_) where it will be most used.

PERIODICAL HOLDING LIST

(Indexed in Reader's Guide)
H = Hard copy
M = Microfiche

Title	Holding
Atlantic Monthly	1977 -
Audubon	1978 - H 1976-78 M
Better Homes & Gardens	1977 -
Business Week	9/1980 -
Consumer Reports	1977 -
Current History	1976-77 M 1978 - H

PROCESSING OF NON-PRINT MATERIALS

Audiovisual materials require special handling due to the number of pieces and the nature of the materials. With the revision of Anglo-American Cataloging Rules (AACR2) there are now explicit directions for the cataloging of all non-print materials. There are several handbooks which aid in using the cataloging code, however, no attempt should be made to do original cataloging unless the librarian has been trained in this procedure. Instead cataloging should be ordered with the materials at the time of purchase or from a cataloging services. The processing of the catalog cards would then follow the same steps as for a book.

The following terms are used in the AACR2 General Material Designations List to indicate format:

globe
map
art original
chart
filmstrip
flash card
picture
slide
technical drawing
transparency
machine-readable data file
microfilm
motion picture
kit
diorama
game
microscope slide
model
realia
sound recording
videorecording

Each piece of a set needs to be marked with the school property stamp and the call number. The source and year of funds must be placed on the materials if they are purchased with Federal funds. If a rubber stamp can't be used the information can be typed on self-adhesive labels.

The checkout card for A-V materials needs to indicate exactly what pieces are included so that the set can be checked for all pieces when it is returned to the library. If possible, the pocket should be glued inside the box the set is housed in. If no pocket can be attached, as in the case of a single filmstrip, a temporary checkout card can be made each time it is taken out or a sign-out sheet can be kept near the A-V cabinet for those materials.

FS
152.5
Why

c.1 Why we do what we do: human motivation
3 cass. 3 fs. teacher's guide

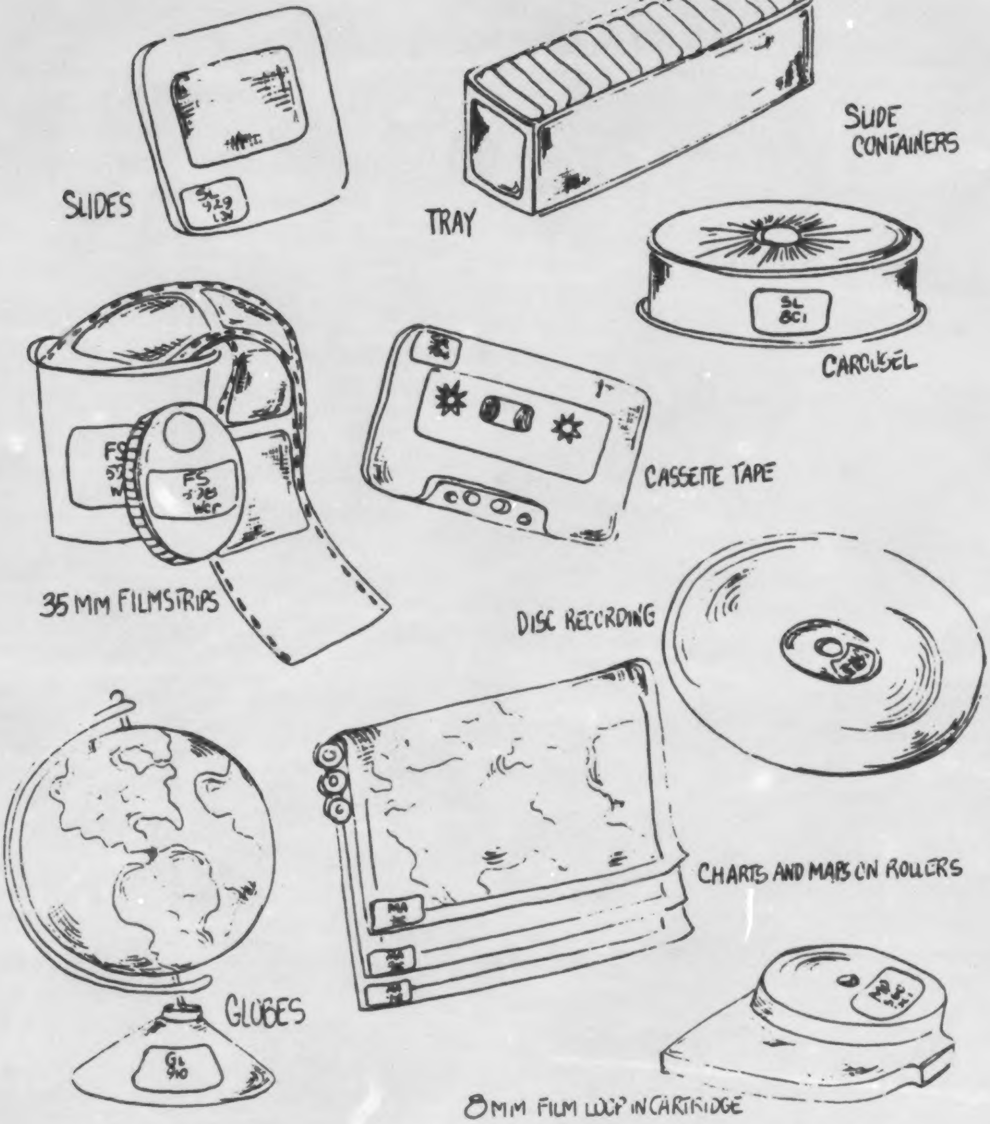
Date Due	Borrower's Name	Room Number

DATE DUE

FS
152.5
Why
c.1

Why we do what we do: human motivation

3 cass. 3 fs, teacher's guide


SLIDES
SL 929 L3V
TRAY
SLIDE CONTAINERS
SL 8C1
CAROUSEL
FS 578 WeP
35 MM FILMSTRIPS
CASSETTE TAPE
DISC RECORDING
CHARTS AND MAPS ON ROLLERS
GLOBES
GL 910
8MM FILM LOOP IN CARTRIDGE

As an alternative to typing contents on the card pocket, the following form can be attached to the card pocket and outside the A-V box to aid in checking for all pieces. (See Appendix, page 213)

THIS SET CONTAINS THE FOLLOWING

3 FILMSTRIP(S)
3 CASSETTE TAPE(S)
____ LP RECORDS(S)
____ SLIDE(S)
1 TEACHER GUIDE(S)
____ STUDENT MANUAL(S)
____ OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED
BOTH WHEN RECEIVED AND WHEN RETURNED

The treatment of A-V materials vary with each library. You will need to determine how your library will treat A-V in the following areas:

1. Will the catalog cards be color coded to indicate the different types of A-V materials?
2. Will symbols be added to the top of the call number to indicate the type of materials in the set?
3. Will A-V be shelved with books or in a special A[illegible] section?
4. Will A-V be checked out only by teachers or will students also be able to check it out?

Sample shelf-list cards for different types of A-V are illustrated below.

FS
324.73
Med Media politics: the big hype [filmstrip].
Ridgefield : Current Affairs, c1980.
1 filmstrip, 1 sound cassette, 1 discussion guide

c.1 Current Affairs 1981-82 $27.50. General fund

1. U.S.--Politics and Government

SR
784
Rog Rogers, Kenny.
Kenny Rogers' greatest hits [Sound recording].
Los Angeles : Liberty Records, c1980.
1 sound disc, stereo

c.1 The Record Store 1980-81 $6.98. Federal fund
c.2 (cassette) The Record Store 1981-82 $7.98. General fund

1. Music, Popular (Songs, etc) I. Title

SL
709.38
Art Art in the Greek World (Slide).
-- London : Visual Pub., 1965-1977.
211 color slides, 7 printed guides.

Section 4 in History of Western Art Series. One guide has glossary, bibliography, index. Set has 6 parts, one guide for each part. Part I: Cycladis and Minoan (36 slides), Part II: Mycenaean-Geometric-Daedalic-Early Archais (36 slides), Part III: Archaic Period (35 slides), Part IV: Greece and Magna-Graecia

(Continued on card 2)

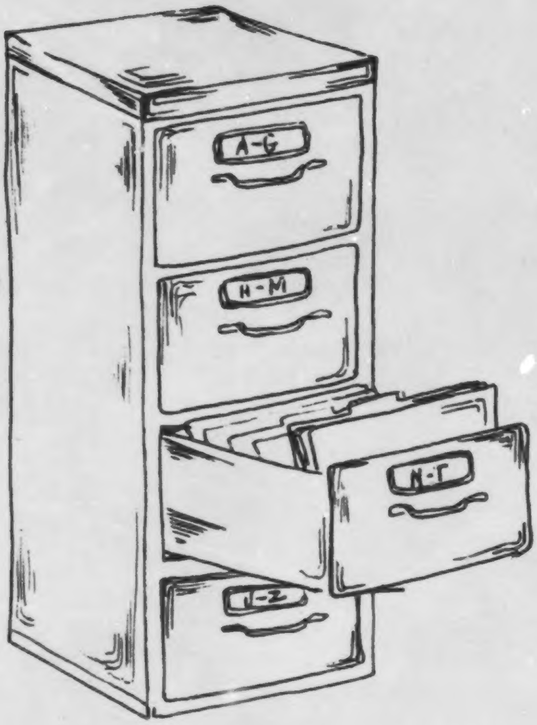
SL
709.38
Art Art in the Greek World (Slide) (Card 2)

(27 slides), Part V: Helenistic Period (34 slides), Part VI: The Etruscans (34 slides).

c.1 Vis. Pub. 1979-81 $210.00. Federal fund

1. Greece--Antiquities.

VERTICAL FILE



A vertical file can contain pictures, maps, newspaper clippings, magazine articles, and pamphlets on many different subjects. These materials are placed in folders and arranged alphabetically according to subject. They provide a source of information for students and teachers that supplements books and audiovisual materials. Often the vertical file contains up-to-date information that cannot be found elsewhere.

How to Set Up the Vertical File

1. Secure file folders of good quality.
2. Check newspapers, magazines, and other materials for articles to be clipped. Mark items for a clipping with a red pencil.

3. Clip the articles. When an article is continued on another page, fasten the two parts together.
4. Give the source and date for each piece of information as it is placed in the folder.
5. Mount the clippings which are of permanent value.
6. Clippings can be kept in small envelopes also.
7. Assign subject headings to the material. *The Vertical File Index,* issued monthly, is a guide for subject heading. *The Readers' Guide to Periodical Literature* will answer as will the *Sears' List of Subject Headings.* (It is advisable to coordinate subject headings for all materials.)
8. Write the subject heading in pencil on each piece of material to go into the folder. The subject headings are written in pencil because sometimes usage indicates that the pamphlet will be more useful filed under another subject.
9. Make an index of subject headings which are used so that information on the same subject will not be placed under several subject headings, or check Sears with red ink to indicate pamphlets.
10. Mark each folder with the subject headings. Headings printed with black ink are identified more easily than those which are typewritten.

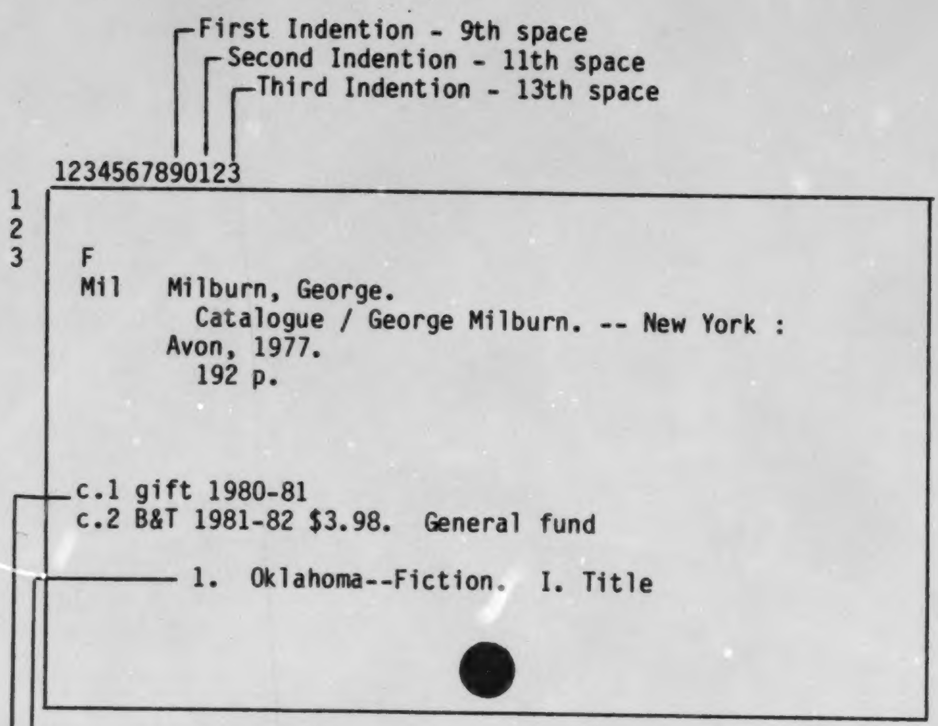
11. Place a card in the card catalog with typed notation that pamphlet material is available.

FOR EXAMPLE:

Michigan - History

For additional material
see file folder in
Vertical File.

PROCEDURE FOR TYPING CATALOG CARDS



First Indention - 9th space
Second Indention - 11th space
Third Indention - 13th space

1234567890123

1
2
3

F
Mil Milburn, George.
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

c.1 gift 1980-81
c.2 B&T 1981-82 $3.98. General fund

1. Oklahoma--Fiction. I. Title

SHELF

LIST

CARD

TRACINGS should be at the bottom of the shelf-list. Begin on the line just above the hole, at the second indention, going back to the first indention for a second line.

COPY, PRICE AND SOURCE information for each book will be recorded on the shelf-list in the left margin.

CALL NUMBER the Dewey Decimal Classification number will begin on the third line from the top of the card at the second space from the left edge of the card. (R for reference books or audiovisual designations will be typed on the second line from the top.)

AUTHOR AS MAIN ENTRY will be on the fourth line from the top of the card at the first indention (9th space). If more than one line is required, begin the second line at the second indention.

1234567890123
1
2
3 F
Mil Milburn, George
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

AUTHOR

CARD

TITLE PARAGRAPH begins on the line below the author's name at the second indention (11th space), with succeeding lines at the first indention. (see Ex. 1)

PHYSICAL DESCRIPTION begins on the line below the title paragraph at the second indention.

```
 1234567890123
1
2          OKLAHOMA--FICTION
3 F
  Mil   Milburn, George.
          Catalogue / George Milburn. -- New York :
        Avon, 1977.
          192 p.
```

SUBJECT

CARD

SUBJECT HEADINGS are typed in CAPITAL LETTERS on the second line down from the top of the card at the second indention, with a second line beginning at the third indention.

```
 1234567890123
1
2          Catalogue.
3 F
  Mil   Milburn, George.
          Catalogue / George Milburn. -- New York :
        Avon, 1977.
          192 p.
```

TITLE

CARD

SECONDARY ENTRIES (i.e. Title) are typed in lower case with the first letter capitalized, beginning at the second indention, with succeeding lines at the third indention.

1234567890123
1
2
3 791.45
All All in the Family : a critical appraisal /
edited by Richard P. Adler. -- New York :
Praeger, 1979.
xlvii, 322 p. : ill.

1. Television-program--Reviews I. Adler,
Richard P.

TITLE AS
MAIN
ENTRY

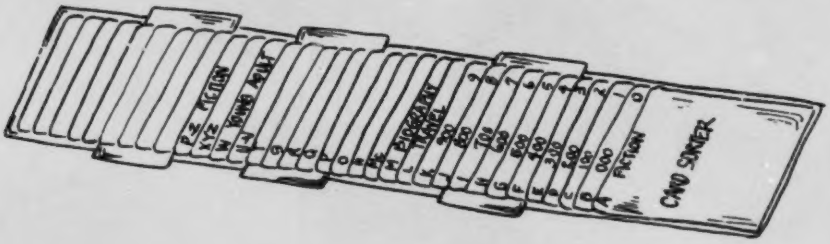
TITLE AS THE MAIN ENTRY (hanging indention) begins on the fourth line from the top of the card at the first indention with the second and succeeding lines beginning at the second indention. The physical description and notes follow the same spacing as when author is main entry.

FILING OF CATALOG CARDS

The ALA filing rules governing the arrangement of the cards in the card catalog were revised in 1980 to reflect the changes in philosophy brought about by the revision of the Anglo-American Cataloging Rules (AACR2). Therefore many existing card catalogs will not have been brought up to date and will not follow these rules. Several revisions will need to be made if the new rules are followed. Some of the major changes affect:

1. the treatment of numerals.
2. the treatment of abbreviations.
3. filing names beginning with Mc, M' and Mac.

A card sorter will speed and ease the job of alphabetizing a large group of catalog cards. A brief summary of the filing rules follow:

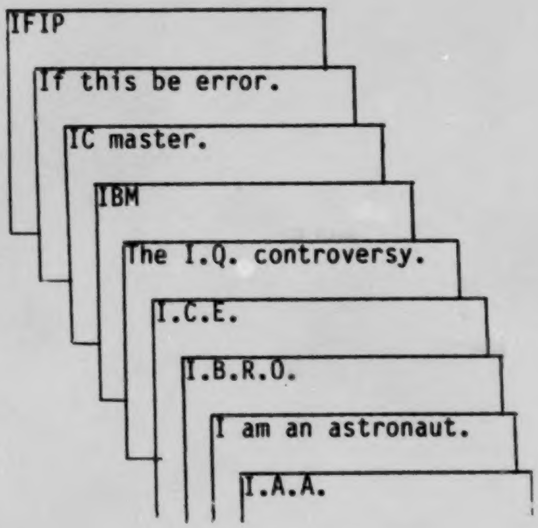


1. File all cards by the entry on the top line.
2. File the cards in alphabetical order word by word. Thus, a single word or letter precedes a longer word beginning with the same letter(s).

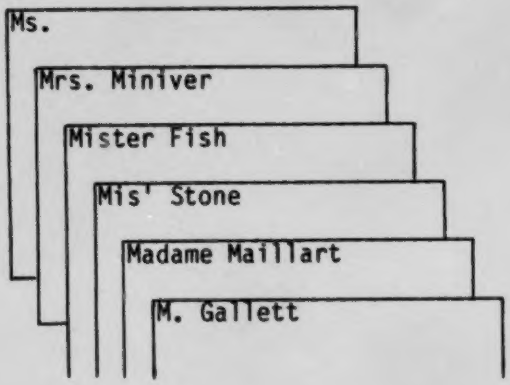
For example:

Newfoundland
Newcomers
New York of the novelists
New England

3. When two or more cards begin with the same author, sub-arrange by the title.
4. Disregard initial articles except when used in personal or place name (i.e., El Paso), but regard every other word in the entry.
5. Dashes, hyphens, diagonal slashes and periods are all treated as spaces. That is, they separate two filing units.
6. Single letters are regarded as separate filing units. Initials separated by hyphens, dashes, periods, or slashes are regarded as separate filing units. Strings of initials without any spacing or symbols are treated as a single filing unit.


IFIP
If this be error.
IC master.
IBM
The I.Q. controversy.
I.C.E.
I.B.R.O.
I am an astronaut.
I.A.A.

7. Abbreviations are filed exactly as they are spelled. (This is a change from previous rules where they were filed as though spelled out.)


Ms.
Mrs. Miniver
Mister Fish
Mis' Stone
Madame Maillart
M. Gallett

8. Numerals are filed before any letter. (This is a change from previous rules when all numerals were filed as though spelled out.)

One hundred advertising talks.
Four on a match.
6800 programming.
150 loyal sons
$20 a week.

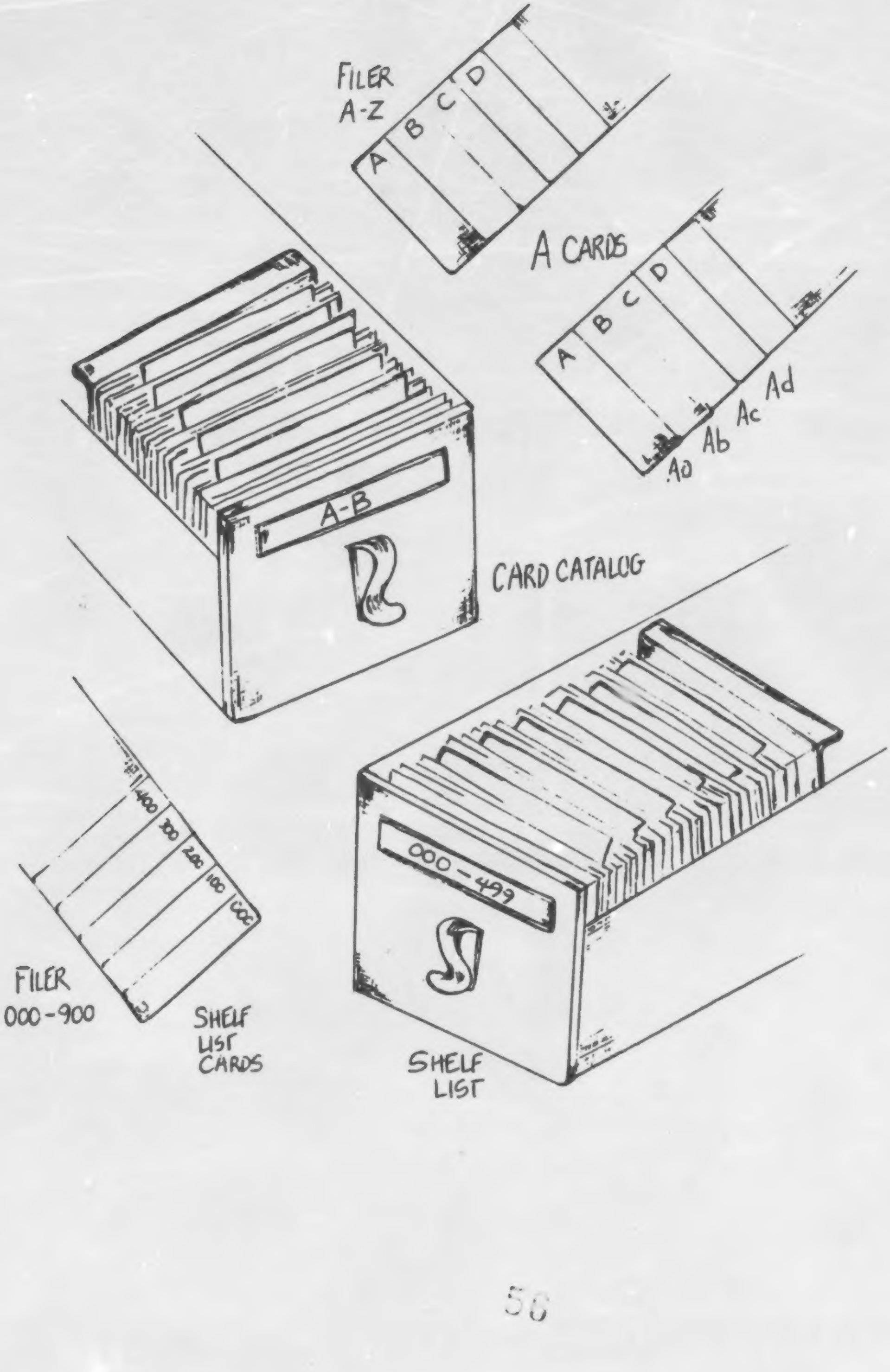
9. Mc, M' and Mac are filed exactly as written. (This is a change from the previous rules where they were all interfiled.

McHugh, James
McCall's magazine
McCallister J.
McCall, Arthur
McAll, R.
McAlister, Ed.
Mack
MacHugh
Machinery
Machiavelli
Macbeth
Macaulay, James
MacAlister, J.
Macalister, Alex

It is strongly recommended that anyone responsible for this task acquaint themselves more thoroughly through the use of the following books:

<ins>ALA Filing Rules</ins>

<ins>Self-Instruction Manual for Filing Catalog Cards</ins>


FILER
A-Z
A
B
C
D
A CARDS
A
B
C
D
Aa
Ab
Ac
Ad
A-B
CARD CATALOG
400
300
200
100
000
000-499
FILER
000-900
SHELF
LIST
CARDS
SHELF
LIST

REORGANIZING THE CARD CATALOG

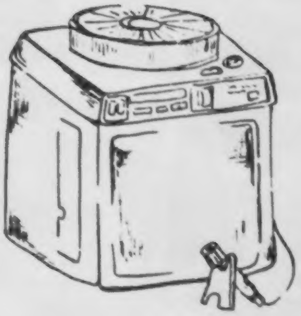
If your card catalog does not accurately reflect your collection the following procedure can be followed.

1. Pull all the author cards.
2. Find all the cards that belong to each set. Rubberband them together, author card on top, then title, then subject.
3. Keep your sets alphabetized in a box. This way you can work with them easier and you have less alphabetizing to do later.
4. If a set is incomplete, flag it with a piece of paper that says NO TITLE CARD or NO SUBJECT CARD - HUNTING. Place the incomplete sets in a box marked INCOMPLETE SETS. Don't type these cards until you are sure there is a book to match the set.
5. (After the inventory has been completed) working with another person, match your complete sets to the proper shelf list card. As these are matched, mark the shelf list card with a paper clip and another person can begin alphabetizing these catalog cards. When all the complete sets have been matched, then match the incomplete sets. If there is a shelf list card then place the incomplete set in another box that says CATALOG CARD SETS - TO BE TYPED, and paperclip to the shelf list card. Someone can then begin typing the missing cards.
6. Now go back and type complete sets for all shelf list cards with no paperclips.
7. Alphabetize remainder of the card catalog cards.

EQUIPMENT

Selection

The first step toward building an audiovisual equipment collection is to assess the needs of your school and determine how they are or are not being met. Using this information, develop a long-range plan as to the direction you want your audiovisual instruction to grow. Once this has been done, you can begin the search for the best equipment to fill your needs. Criteria to keep in mind when selecting equipment include:



1. Select equipment that will be compatible with items already on hand or planned for in the future.
2. Purchase from a company with a good reputation and good service record.
3. Consult with other media specialists who have had experience with the type of equipment you are selecting to determine if the product will serve your needs.
4. The cheapest is not always the best.
5. Consider requesting a demonstration from the company before buying.

Some sources of equipment information are listed below. (See Bibliography for addresses.)

1. The Audio-Visual Directory (non-evaluative)
2. Media and Methods (periodical)
3. Audio Visual Directions (formerly Audio Visual Product News Periodical)
4. Audio Visual Marketplace (non-evaluative)
5. School Library Journal (periodical)

MEDIA & METHODS
The Twenty-Fifth Anniversary Edition of The Audio-Visual Equipment Directory

When you have decided upon a particular brand of equipment, the following acquisition methods should be followed:

1. Search equipment companies' catalogs to compare prices.
2. Follow the school policy concerning the request for bids.
3. Determine if the equipment is on the State Contract list.
4. Follow the school policy on purchasing procedures (i.e., requisitions, purchase order, etc.) and notify purchasing department when the order arrives.

Processing

Once the equipment arrives, certain steps need to be taken before it allowed to circulate.

1. Check to be sure the order was filled correctly and the equipment is in good condition.
2. Etch the school name on the equipment for permanent identification purposes. If purchased with Federal funds, note source and year.
3. Assign an accession number unique to that item. This can be done in several ways. You can assign a number on each type of equipment based on the year purchased:

Cassette Tape Recorders (Audio)		
Accession Number	Brand	Price
78-1	Audiotronics	199.95
78-2	Audiotronics	199.95
79-1	Bell and Howell	98.50
79-2	Bell and Howell	98.50
79-3	Bell and Howell	98.50
80-1	Sony	259.95

Or you can use a straight numerical list with all equipment listed together:

Accession Number	Brand and Type	Price
78-1	3M Overhead Projector	150.00
78-2	Audiotronics Tape Recorder	199.95
78-3	Elmo 16mm Projector	700.00
79-1	Sony Tape Recorder	259.95
80-1	Radiant Screen	114.00

The accession number should be etched next to the school name. Keep a record of all accession numbers in a notebook, either one page for each type of equipment or a continuous list as equipment is purchased. Another method is to put the information on a 3 x 5 card and maintain a shelf-list of equipment similar to the shelf-list used for other materials in the library.

Shelf List Card

EQ
SL Slide projector. (Equipment) Eastman Carousel
101 800 #14360
2x2 slides - automatic. Pushbutton remote control.

$144.50 6/66 slide tray $2.95
lamp DEK 500 watt

Art - Rm. 105

4. Record all pertinent information about the machine on an Equipment Record Card (one card for each machine). The following information should be recorded: brand name, serial number, model number, source and date of purchase, price, accession number, lamp used (if applicable) and location in the school. There should be ample room on the card to keep maintenance records for the life of the equipment. (See Appendix, page 211).

EQUIPMENT RECORD CARD

SCHOOL Jackson LOCATION Library Media Center

NAME Projector, 16mm BRAND Elmo

SERIAL NO. 103212 MODEL NO.

PURCHASED 1980-81 FROM RO Products COST $775.00 LAMP DDB

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME
10-81	belt on take-up reel replaced.	25.00	

CIRCULATION

There are many different ways to keep track of the equipment as it circulates in and out of the media center. You will need to adapt these suggestions to your needs.

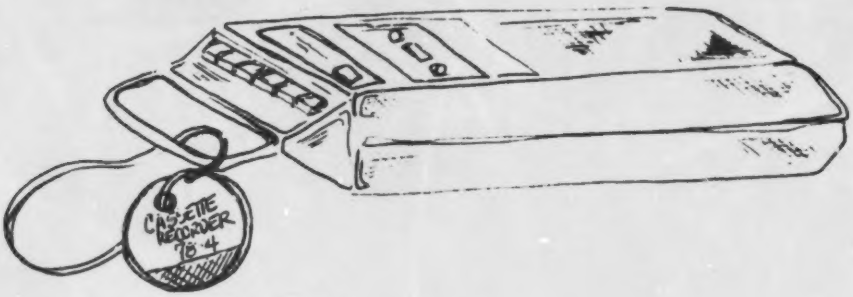
Audiotronics Cassette Recorder #79-1		
Date Due	Borrower's Name	Room Number

A card and pocket can be attached to the equipment and the equipment is then checked out to teachers much the same as are books. Plastic card holders which tie onto the equipment are available from library supply companies. To reserve a piece of equipment for a particular day, insert a note into the card pocket or clip it to the checkout card.

A pegboard system is easily adapted to meet specific needs and can be adjusted to accommodate changing needs. This method is particularly good in schools which use a shelf-checkout system.

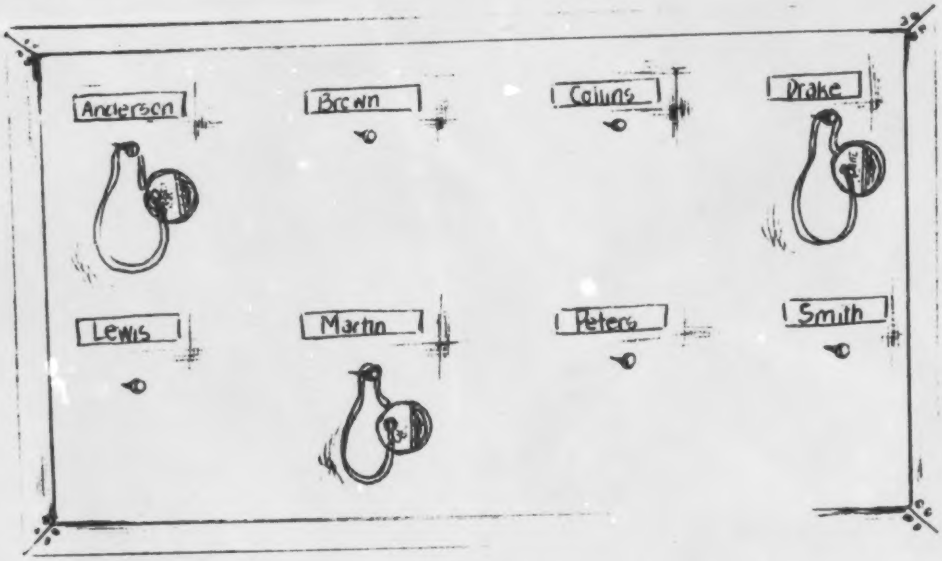
1. The pegboard is located in or near the equipment section of the media center. Teachers' names are listed alphabetically above large hooks.
2. Color coded key ring tags are attached to each piece of equipment with shower curtain hooks. Carts and table may have holes drilled to accommodate the hooks.

3. The type of equipment, accession number is put on each tag attached to a piece of equipment.


CASSETTE
RECORDER
78-4

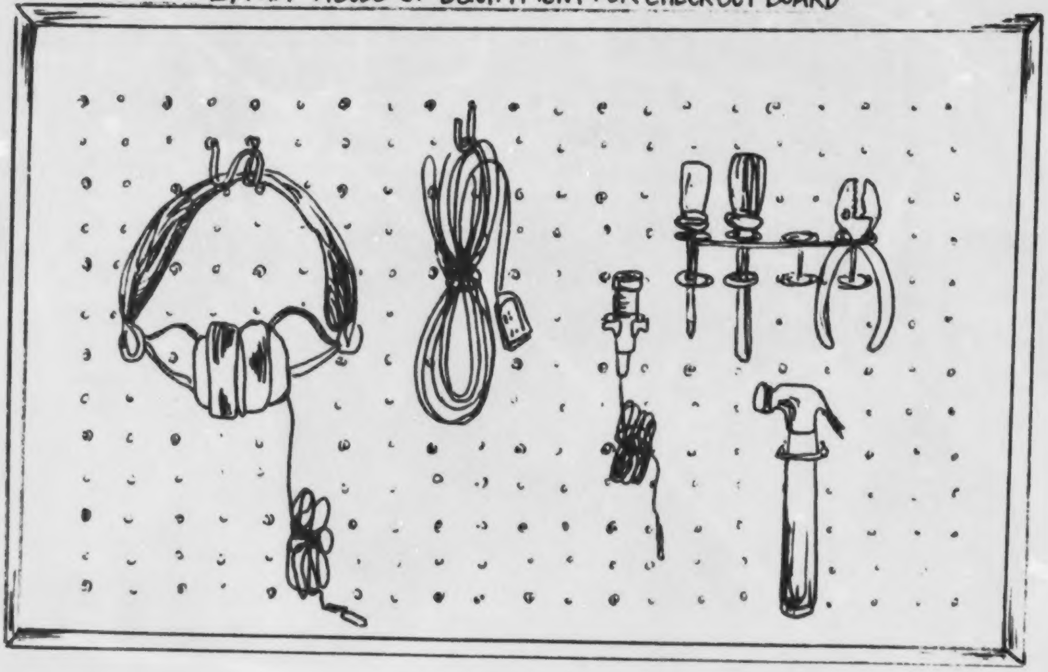
4. The hook with the tag attached is taken off the equipment and hung beneath the teacher's name. The tags allow at a glance the identification of the type of equipment checked out and its location.

5. A hook may be added on the pegboard to accommodate equipment that has been sent to repair or to other schools within the school system.


Anderson
Brown
Collins
Drake
Lewis
Martin
Peters
Smith

HARDWARE CHECKOUT BOARD

EXTRA PIECES OF EQUIPTMENT FOR CHECKOUT BOARD



The same method can be adapted using Velcro or magnetic boards instead of peg boards and books. Consider assigning equipment to a teacher for the year if it is used more than 2-3 times each week. The advantages include less wear and tear on the equipment as well as time saved by both the library media specialist and the teacher in moving the equipment back and forth. The major disadvantage is the need for more equipment and secure storage areas in the teachers' rooms.

MAINTENANCE

Keeping the equipment operating is a constant challenge! When teachers return equipment for repair, they should be asked to WRITE DOWN exactly what is wrong with the item. This will save you countless hours as you can then record the problem directly onto the repair request form. You should check the equipment to be sure the problem is not teacher error. (See Appendix, page, 213).

Request for A-V Equipment repair

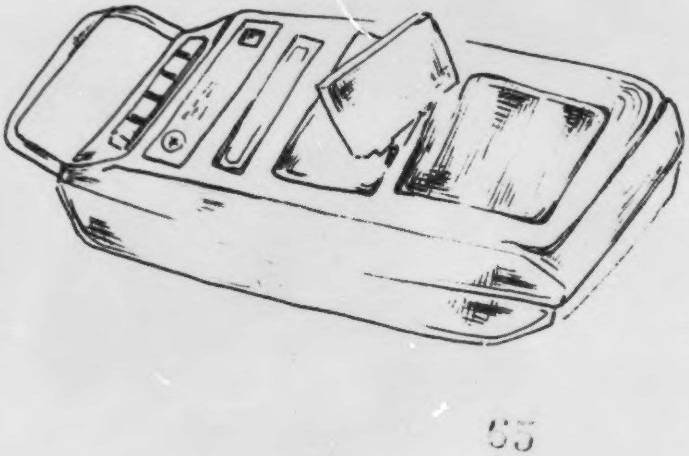
Complete this card and attach to equipment

Type of Equipment Cassette recorder

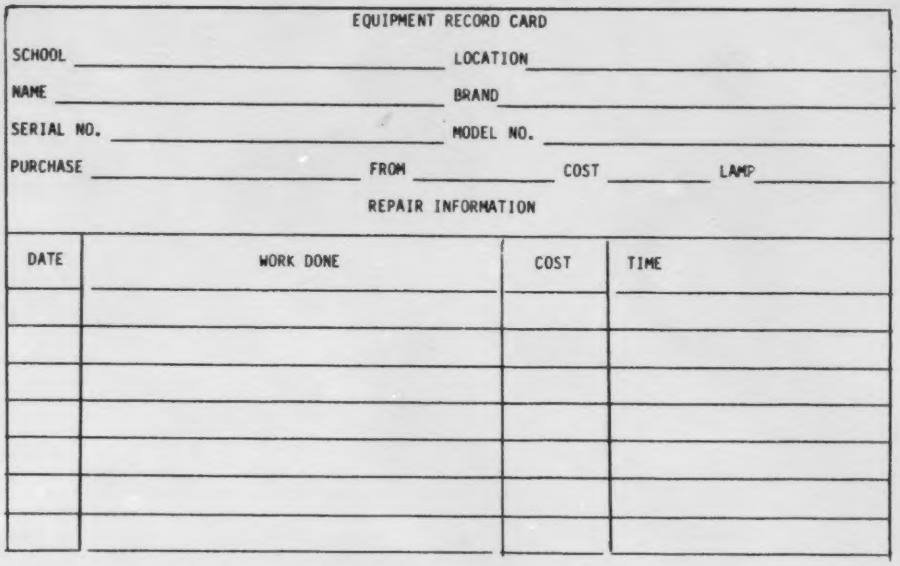
Description of problem:

Cassette lid is broken at hinge

Teacher Smith



The Equipment Record Card (see page 211) should have ample space to record all maintenance performed on an item. This will provide information for future equipment selection decisions as well as pin-point repeat problems.



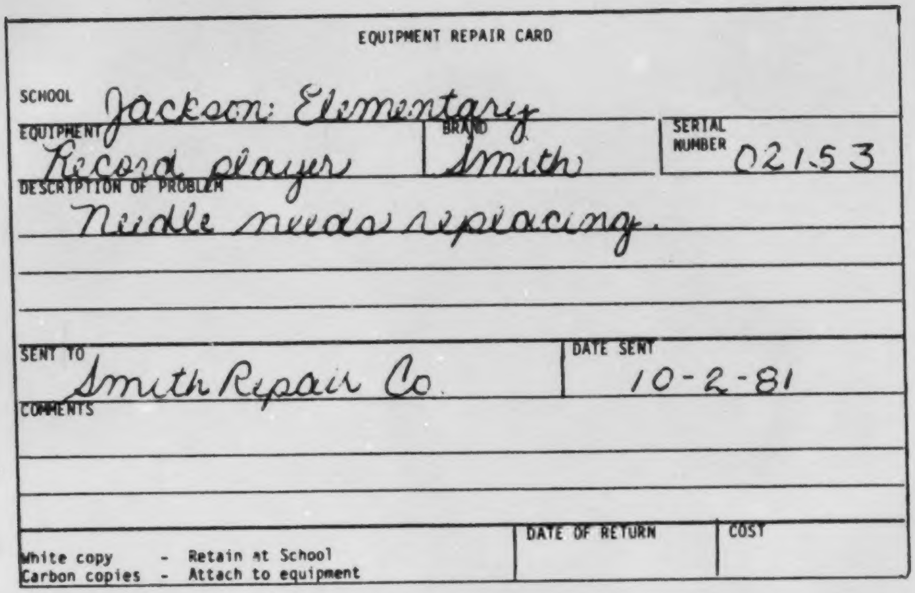
EQUIPMENT RECORD CARD

SCHOOL ____________ LOCATION ____________
NAME ____________ BRAND ____________
SERIAL NO. ____________ MODEL NO. ____________
PURCHASE ____________ FROM ________ COST ______ LAMP ______

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME

Fill out the repair request form in duplicate. Keep one clipped to the Equipment Record Card and send one attached to the piece of equipment. When the equipment is returned be sure to check to see if the problem has been corrected. Some attempt should be made to determine whether the cost of repair is worthwhile in terms of new equipment costs before the repairs are made. (See Appendix, page 209).



EQUIPMENT REPAIR CARD

SCHOOL Jackson Elementary

EQUIPMENT Record player

BRAND Smith

SERIAL NUMBER 02153

DESCRIPTION OF PROBLEM Needle needs replacing.

SENT TO Smith Repair Co.

DATE SENT 10-2-81

COMMENTS

DATE OF RETURN

COST

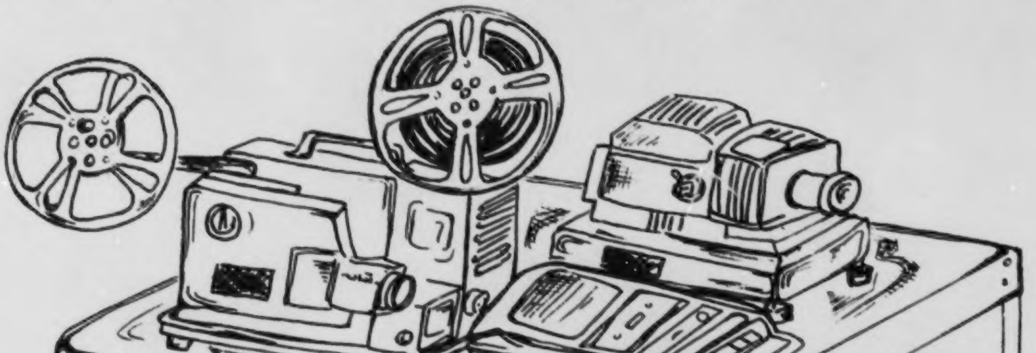
White copy - Retain at School
Carbon copies - Attach to equipment

Warranty records should be kept on all new equipment. Either clip the warranty card to the Equipment Record Card or establish a separate file for all warranty cards. The owner's manual should be checked to determine maintenance needs for each type of equipment.

Some effort should be made to keep track of the lamp requests for each piece of equipment. This can be done by recording on the Equipment Record Card the data a lamp is requested for any particular item. This can help isolate misuse of the equipment as well as identify equipment repair needs. You should also maintain a list of all lamps you have a need for so you can keep an adequate stock to meet these needs.

INVENTORY

All equipment should be returned to the library at the end of the school year for inventory and a maintenance check. The serial number on the equipment should be checked against the Equipment Record Card. The Equipment Record Card should be marked "INV./year" to indicate that the piece of equipment has been accounted for. The piece of equipment should be marked with a piece of colored tape or other means to indicate that it has been inventoried before placing it in the storage area for the summer. This is a good time to evaluate all equipment and determine which machines need to be considered for replacement.



CIRCULATION

The primary function of a library media center is to provide service to its patrons. In order to facilitate this the status of each item must be maintained through an efficient circulation system. Statistics may be gathered which are vital to the evaluation and reporting of needed changes.

Policies

1. Establish a written policy and obtain approval from the administration. Every effort should be made to inform patrons of the policy through students' handbooks, orientation, enrollment sessions, etc.
2. Length of circulation of materials will depend upon the size of the collection, format of the materials and demand placed on the collection for class use.
    a. Books are usually checked out for one to two weeks.
    b. Reference and reserve books may be limited to overnight use or for a single class period.
    c. Audiovisual circulation depends on availability of materials and equipment. In most instances they are circulated for overnight use or for a few days.
3. Philosophies vary on the subject of charging fines for overdue materials. A library media center that does charge should observe certain rules.
    a. Always attempt to be fair.
    b. Make the fine policy known through the library policy.
    c. Provisions should be made for the student to work off the obligation.
    d. Determine fine and send notice to student. (See Appendix, page 221).
    e. After a reasonable amount of time, parent and student should be notified concerning the replacement price of the material.

4. It is wise to develop a library clearance procedure so that students withdrawing from the school will be sure all media center materials are returned. (See Appendix, page 221).

Circulation Procedures

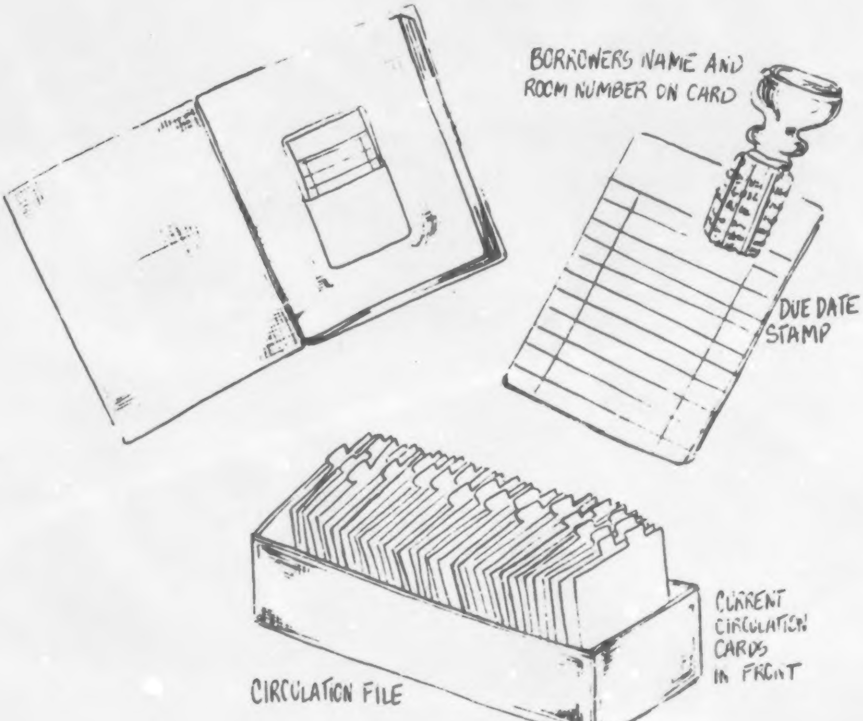
1. Checkout procedure

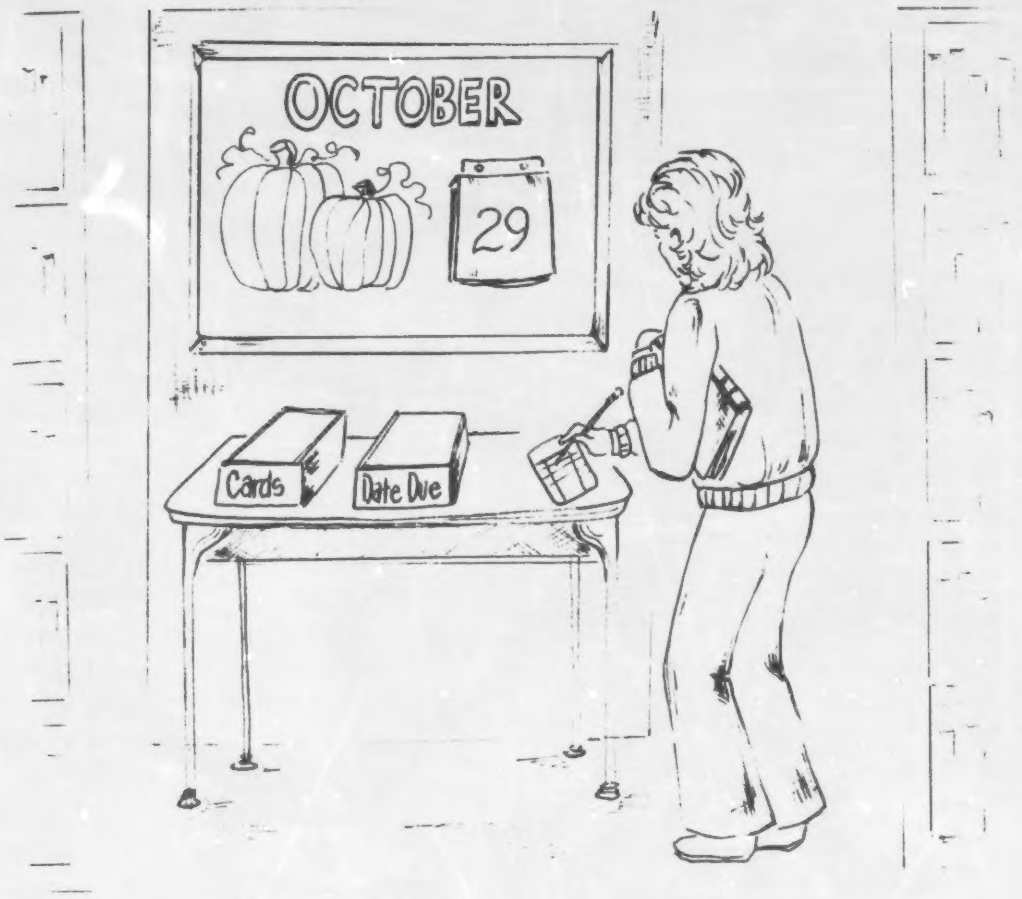
   a. Student signs name and room number on borrower's card. See Appendix, page 223 for special checkout forms.

   b. Library aides stamp date due slip and borrower's card.

   c. Place cards in front of circulation file. If daily circulation records are kept, count cards before filing at the end of the day.

   d. Cards are filed behind a date due guide in various ways. These include filing all cards alphabetically by author, or alphabetically by author and the nonfiction by Dewey number. Another system that might be used is to file by accession number.


BORROWERS NAME AND ROOM NUMBER ON CARD
DUE DATE STAMP
CURRENT CIRCULATION CARDS IN FRONT
CIRCULATION FILE



2. Self-checkout system. Many elementary library media specialists find it advantageous to develop a system for self-checkout.

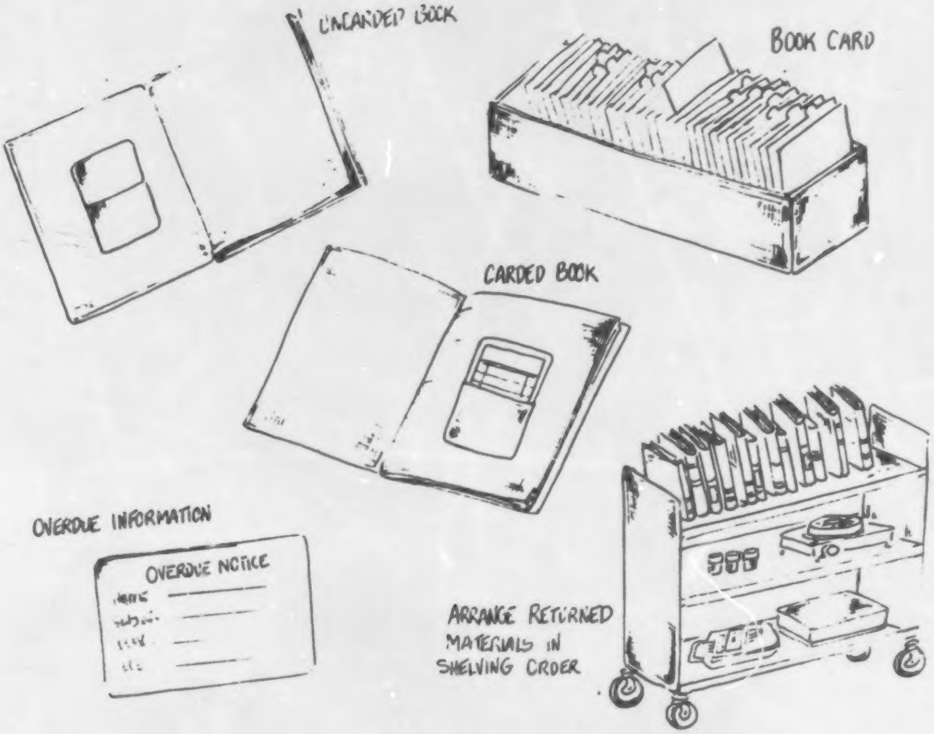
   a. Student signs borrower's card and puts classroom number or teacher number. The card is then placed in a box.

   b. A pre-stamped date due slip is placed in the pocket of the book. Others have the student write in the date due on the slip in the book.

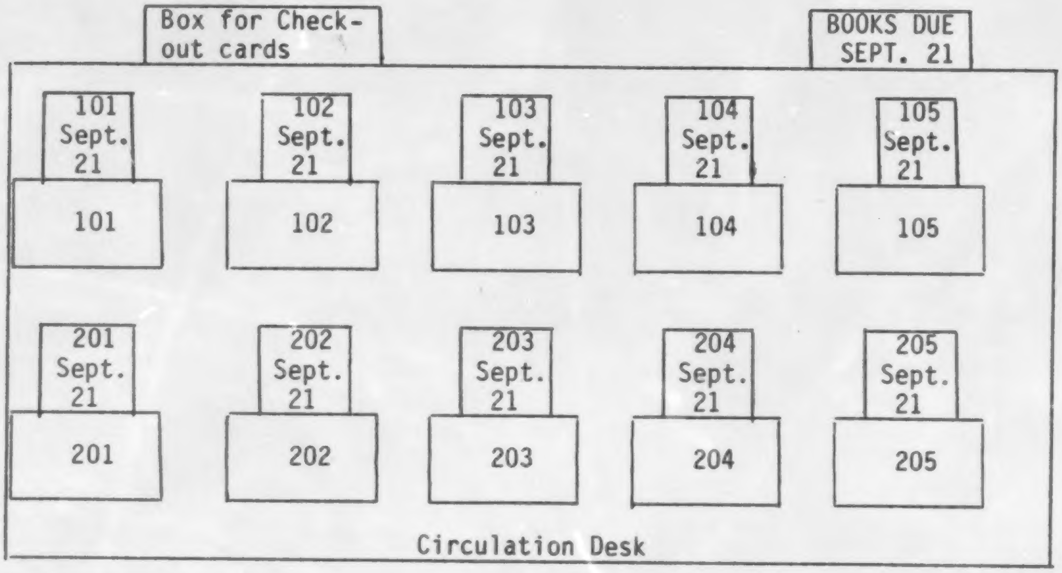
   c. At the end of the day the cards are then stamped and filed by whatever system works best for that media center.

3. Check-in procedure

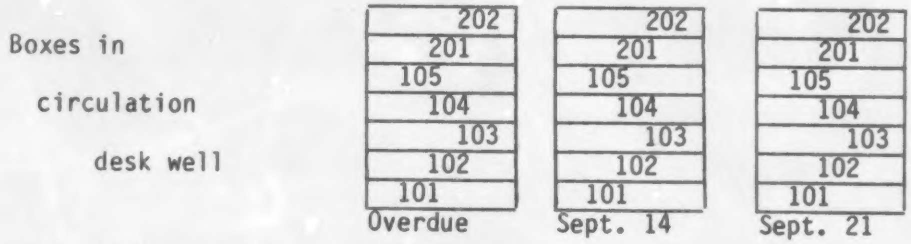
   a. Check the date due stamped on the item returned.
   b. Locate the borrower's card behind that date in the circulation file.
   c. Compare information on the card to the information on the book pocket to be certain it matches.
   d. If an overdue or fine list is maintained, remove name from list.
   e. Note condition of materials and make a repair slip or send to the bindery if necessary. (See Appendix, page 225)
   f. Put materials (in shelf order) on a book truck to be reshelved.


UNCARDED BOOK
BOOK CARD
CARDED BOOK
OVERDUE INFORMATION
OVERDUE NOTICE
ARRANGE RETURNED MATERIALS IN SHELVING ORDER

SELF-SERVICE CHECKOUT
Westwood Elementary (K-5)-Stillwater, OK


Box for Check-out cards
BOOKS DUE SEPT. 21
101 Sept. 21
101
102 Sept. 21
102
103 Sept. 21
103
104 Sept. 21
104
105 Sept. 21
105
201 Sept. 21
201
202 Sept. 21
202
203 Sept. 21
203
204 Sept. 21
204
205 Sept. 21
205
Circulation Desk

A poster containing one pocket for each room hangs from circulation desk. Each pocket contains pre-dated due slips. They are stamped by volunteer parents. We use old catalog cards cut in half. Date changes only once a week--Wednesday.


Boxes in circulation desk well
202
201
105
104
103
102
101
Overdue
202
201
105
104
103
102
101
Sept. 14
202
201
105
104
103
102
101
Sept. 21

Procedure for checkout: Student signs name and room number on check-out card. Checkout card is placed in special box on circulation desk. Student then takes date due slip out of poster pocket and places inside book pocket.

Procedure for return: Student places book inside box return slot. Do not remove date due slip.

Behind-the-scenes procedure: Date due slips are recycled into poster pockets or stamped with new date. Checkout cards are taken out of box on circulation counter at end of school day and sorted according to room numbers. Cards from each room number are alphabetized according to author's last name and filed in box with same date. When book returned, volunteer notes date on date due slip and locates check out card in correct box.

INTRODUCTION TO SERVICES

The services of the School Library Media Center which are readily available to all members of the school will make an important contribution to the total educational program. Learning is part of everyone's life and the library media center can put life into the learning process. With these services, students' inner resources can be guided toward constructive living and developed according to that student's potential.

Individual needs can be met through the services of a library media center. We do not all learn the same way or at the same rate. Services of the library media center should supply the needs of the students and teachers as they relate to the curriculum but can also help students develop beyond that point if they so desire. The services of the library media center should provide for the slow, the gifted, the disinterested, the creative, and all those somewhere between.

The media center experiences can help develop in all students positive attitudes toward the teaching learning process and toward learning materials. These attitudes will be evident in the care of materials, the use of the media center and general feelings about the entire educational program.

Evaluation and improvement are part of the services which should be included in a media center program. Services must meet the needs of all students and faculty and these needs may change. Be able to change services if the need arises.

Along with the services in the school library media center should go a pleasant, enthusiastic attitude to all users.

A large part of the media specialist's time should be active involvement with students and teachers. The library media center should be a learning center and should above all, reinforce the total educational program of the school.

Good services can best be provided with a large amount of thought, flexibility and evaluation. Good services can make a trip to the library media center not only helpful and enriching but FUN!

For a complete list of services refer to the Guidelines for Library Media Programs in Oklahoma available from Oklahoma State Department of Education.

SCHEDULING THE LIBRARIAN, NOT THE LIBRARY

The first prerequisite of scheduling is the consideration of factors to custom-fit the use of the library media center to the needs of the school. Factors that influence schedule planning in the elementary school might include:

1. length of time periods
2. size of the library media center and seating space available
3. the relation of the size of the school to the size of the staff
4. fixed schedules around which the librtary media center schedule must be planned

It is also necessary to consider how much time students need in the library media center. This could include:

1. time to browse, check materials in and out and read
2. time for instruction to individuals, small groups and class groups
3. time for reference and research
4. literature appreciation, book talks, storytelling, etc.
5. integration of curriculum units with resources available in the library media center.

After these things have been considered, the merits of a fixed schedule versus a flexible schedule must be addressed. The traditional fixed schedule would continue the inappropriate practice of scheduling all elementary classes into the library media center of one-half hour periods all day long. During the time period the library media specialist is expected to provide a weekly literature or skills activity, followed by a hurried attempt by students to check out books.

Results - the children are rushed, the library media specialist is exasperated and eventually looses enthusiasm for creative literature activities and reading guidance suffers.

A flexible schedule, in contrast, can turn the library media center into the hub of activity involving all phases of the school curriculum.

If the size of the library media center permits, allow teachers who desire to have a short scheduled time to check out books and materials each week. It should be understood that the library media specialist will not be tied to this schedule. If the media specialist is not working with a class group or occupied in other activities, the library media specialist can be available to offer reading guidance. The teacher must stay with the class during a scheduled checkout time. Drop-ins, in a limited number, from other individual classes may come in to check out materials without the teacher throughout the day.

The arrangement will leave the library media specialist to be scheduled as needed by all teachers, and will make the library media specialist available on a completely flexible basis for the following activities:

1. working with the classroom teacher in the teaching of library media skills to be integrated into the classroom curriculum
2. time for library media specialist(s) and teacher(s) to plan follow-up activities
3. literature appreciation activities
4. story hour for lower elementary grades
5. working with individuals or small groups in reference and research activities
6. working with small groups in media production activities

7. planning with teachers cooperative activities in curriculum coordination and instructional design

8. time for adminsitrative duties and evaluation

Flexible scheduling allows the classroom teacher to schedule class and group use of the library media center on the basis of immediacy of need. In this procedure a blank schedule or calendar for the next week is posted for the teachers. If teachers wish to schedule classes into the library media center for an activity, they fill in the period with name, class, and activity. If this activity requires assistance, the teacher plans with the library media specialist. This scheduling must be done by Friday for the following week. This allows the library media specialist to send a schedule to each teacher on Monday morning showing the periods for that week which are scheduled. This helps the other teachers know when the library media center is available for small groups or individual activities. Some weeks the library media specialist may need to see a class three days in a row, but not see that class again for a couple of weeks. Opportunities are still available for student check-out of materials throughout each day.

The concept of scheduling the librarian and not the library provides an atmosphere where instruction can be learner centered, where content and method can extend beyond classroom and textbook, and where the direct involvement of the library media program in the teaching-learning process is commonplace.

HELPFUL HINTS FOR SCHEDULING

Every effort should be made to have curriculum-related activities.

Begin scheduling multi-media activities with small groups. Every student in a class does not need to be scheduled the same day.

Leisure reading should be a part of the scheduled activities.

Begin with only a few activities to allow the students, teachers and staff to become familiar with the procedures of scheduling.

Make materials used in scheduling as accessible as possible for the teachers.

Teachers should instruct students concerning the activity before they are scheduled for that activity.

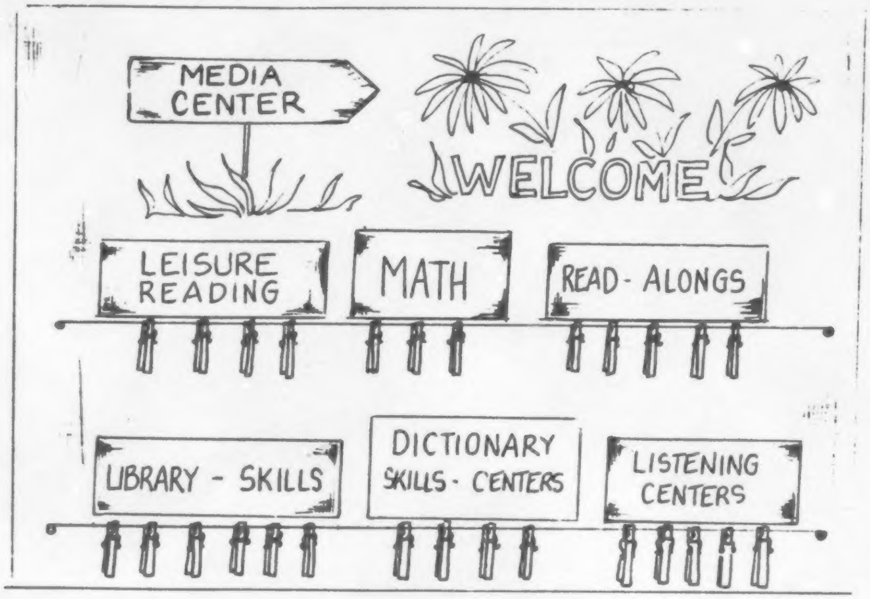
For additional guidance in scheduling, request State Department of Education document #50 available from the Library and Learning Resources Section.

UTILIZING A FLEXIBLE SCHEDULE WITH A SMALL FACILITY

Outside the door of the library media center Margaret Wingfield of Bristow has cards with the available activities printed on them. Each card has the number of clothes pins which that activity will accommodate. When a teacher wishes to send a small group to the library media center for activities or leisure reading, the students can come in for that activity by taking a clothes pin, putting it on their clothing somewhere (collar, sleeve). They then go to that center and begin the activity. If however, there are no pins on the card for the activity they are to do they must come back later. There are only as many activities and clothes pins as the library media center can accommodate at one time.

This is a small library media center so when there is a whole class scheduled, the clothes pins are taken down. When there are no pins outside the door the student and teachers know the library media center is unavailable.

Another variation of this could be issuing a certain number of passes to each classroom teacher. These could be of a durable material or laminated to help preserve them. This would mean the teacher could only send the number of students for which that teacher has passes without scheduling first with the library media specialist.


MEDIA CENTER
WELCOME
LEISURE READING
MATH
READ-ALONGS
LIBRARY - SKILLS
DICTIONARY SKILLS - CENTERS
LISTENING CENTERS

COOPERATION OF TEACHERS AND LIBRARY MEDIA SPECIALISTS IN CURRICULUM PLANNING

The cooperation of teacher and library media specialist is the keystone of an effective media support program. Since curriculum is the planned interaction of pupils with contents, resources, and instructional processes, face-to-face communication between the teacher or teaching team and the library media specialist is absolutely essential. The following outline suggests a step-by-step procedure that may be followed by teacher and teaching team and the library media specialist when planning together:

I. The teacher and the library media specialist in a scheduled conference determine the development and support needs of the unit or teaching plan by identifying

   A. Unit goals
   B. Behavioral objectives
   C. Special class, group, and individual student needs, interests, goals, abilities, progress rates, and concerns
   D. Specific topics, concepts, skills and attitudes, to be introduced, reinforced, and extended

II. The teacher and library media specialist analyze the basic components of the unit or teaching plan that require the direct support of instructional media by

   A. Identifying specific topics in the cognitive area under the following headings
      1. What persons?
      2. What places?
      3. What things?
      4. What events?
      5. What concepts?
      6. What fundamentals?
   B. Identifying specific topics in the affective area
      1. What attitudes?
      2. What appreciations
      3. What value judgments?
      4. What self-perceptions?
   C. Identifying specific thinking-learning-communicating skills
      1. Listening
      2. Recalling
      3. Observing
      4. Outlining
      5. Comparing
      6. Summarizing
      7. Classifying
      8. Generalizing
      9. Making assumptions
      10. Analyzing
      11. Criticizing
      12. Problem solving
      13. Interpreting
      14. Synthesizing
      15. Communicating

D. Identifying specific possibilities for tie-ins with previous learnings
E. Identifying culminating activities
F. Identifying evaluation procedures and techniques

III. The teacher and the library media specialist share the responsibility for

A. Determining how each topic can best be developed
B. Determining which experiences will be required of
  1. The entire class
  2. Special groups
  3. Individual students
C. Designing strategies for
  1. Introduction of unit
  2. Linking ideas
  3. Stimulating creativity
  4. Encouraging group interaction
  5. Stimulating divergent thinking
  6. Sustaining interest
  7. Encouraging student self-evaluation of progress
D. Designing appropriate learning guides
E. Designing optional and/or branching experiences and activities
F. Determining which learning experiences can best occur
  1. In the classroon
  2. In the library media center
  3. In the large-group instruction room
  4. In the seminar rooms
  5. In other areas of the school
  6. In the community
G. Giving consideration to the following
  1. How can understanding be facilitated?
  2. How can learning be developed logically?
  3. How can learning be individualized?
  4. How can failure be avoided?
  5. How can boredom and frustration be minimized?
  6. How can interest be motivated, sustained, and rewarded?
  7. How can creativity be stimulated?
  8. How can previous learnings be reinforced and extended?
  9. How can relevancy be assured?
  10. How can open-ended learning be encouraged?
  11. How can learning be extended into other curricular and cocurricular areas?
  12. How can alternative enrichment experience be provided?

IV. The library media specialist builds a media support program to match the developmental needs of the teacher's unit or plan by

- A. Searching for appropriate media
- B. Determining media usage sequences and patterns
- C. Designing optional learning experiences
- D. Designing and producing or planning to have the students produce media to meet special needs
- E. Assembling and grouping media

V. The teacher and the library media specialist share the responsibility for implementing the library media support plan

- A. The teacher preschedules class, group, and individual student
  - 1. Use of the library media center
  - 2. Use of other school faciliites
  - 3. Field trips and laboratory experiences
  - 4. Culminating activities
- B. The students work in the library media center
  - 1. The library media specialist serves as teacher, consultant, and mentor
    - a. Orienting the class to new tools, new techniques, and procedures
    - b. Working directly with groups and individuals
    - c. Encouraging students to explore beyond the prescribed learning experiences
  - 2. The students in conference with the teacher determine program adjustment and modification

VI. The teacher and the library media specialist determine the effectiveness of the media support program as evidenced in this unit

- A. The library media specialist, at the invitation of the teacher, participates in the culminating activities
- B. The library media specialist solicits suggestions and criticisms from the students
- C. The teacher shares with the library media specialist his or her evaluation of the effectiveness of the unit
  - 1. Identifying learning experiences and activities that were successful
  - 2. Identifying learning experiences and activities that were less than successful and need to be deleted or modified
  - 3. Identifying areas of student interest that emerged during the teaching of the unit and are to become part of the unit when next taught
  - 4. Suggesting possible changes in content, process, and media usage when unit is next taught

D. The library media specialist makes an anecdotal record of changes to be made in the content of the unit and in the procedure
   1. Files the unit outline, work sheets, bibliographies, learning guides, and anecdotal report in the library media center's cirriculum file under the teacher's name
   2. Adds to the "To Be Purchased List" the added copies of titles needed for this unit
   3. Adds to the "Areas and Topic Needing Additional Materials List" those areas and topics not adequately covered in the existing collection.

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TIMELINES

Management Tool For The Entire School

Finding enough time to plan with classroom teachers during a busy school day has always posed a problem for the media coordinator who realizes that media skills instruction is more effective when correlated with classroom instructional activities.

In those schools which have sizable faculties, it is even more difficult to sit with each teacher long enough to get a feel for the curricular activities within the classroom.

In an attempt to facilitate communicating the greatest amount of information, in the shortest amount of time, to the largest number of people, the TIMELINE concept is being promoted by Carol Lewis and her School Media Program staff.

WHAT TO DO:

The principal (instructional leader in the school) should initiate the concept.

Each teacher completes a timeline in general terms for his/her subject area.

Timelines may be displayed on butcher paper, poster board, or 8 1/2" x 11" paper.

Timelines should be written in pencil so that changes can be made easily. The principal is in a position to put teachers at ease about making adjustments as needed.

Timelines should be posted in a prominent place for everyone to see -- e.g., the faculty lounge wall.

ADVANTAGES INCLUDE:

Principal (instructional leader) can quickly see how his teachers are implementing the school's curriculum.

Principal can quickly identify areas which need some adjustment- e.g., too many teachers teaching the same unit at the same time will put undue strain on a media collection not large enough to accommodate the demand.

Teachers may discover that others are doing the same or related studies Sharing units or working together can reduce the workload for these teachers.

Media coordinator can tell, at a glance, what students are studying. This facilitates the integration of media skills instruction into curricular areas.

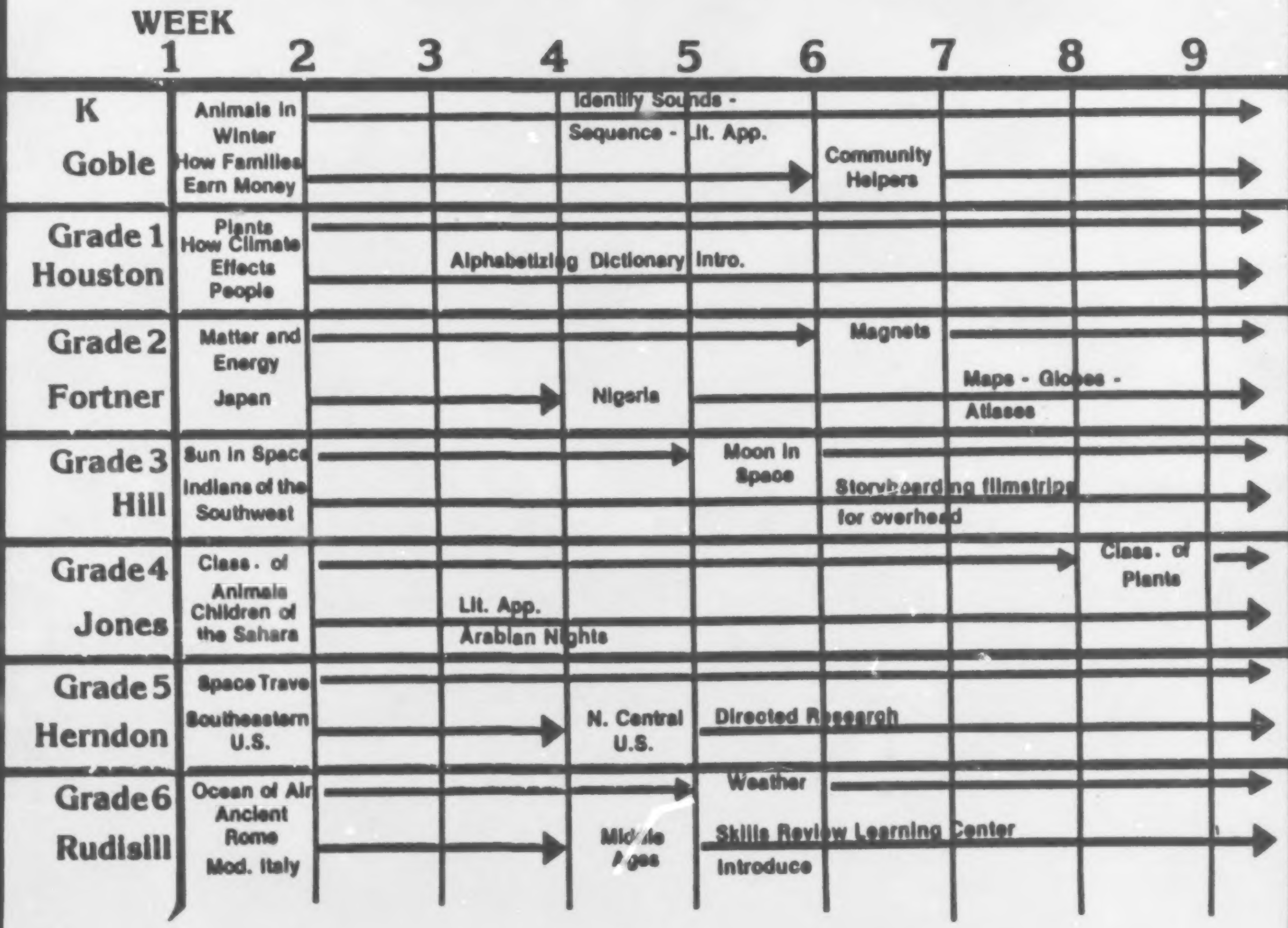
Students respond positively to media activities which obviously relate to study assignments. The media coordinator is then in the position of helping students learn media skills while not adding "another subject" to the work load.

Special and/or itinerant teachers -- e.g., music, art, P.E., can plan their work to correlate with classroom instruction.

Sample Timeline

Division of Educational Media
Department of Public Instruction
Raleigh, North Carolina
July, 1980

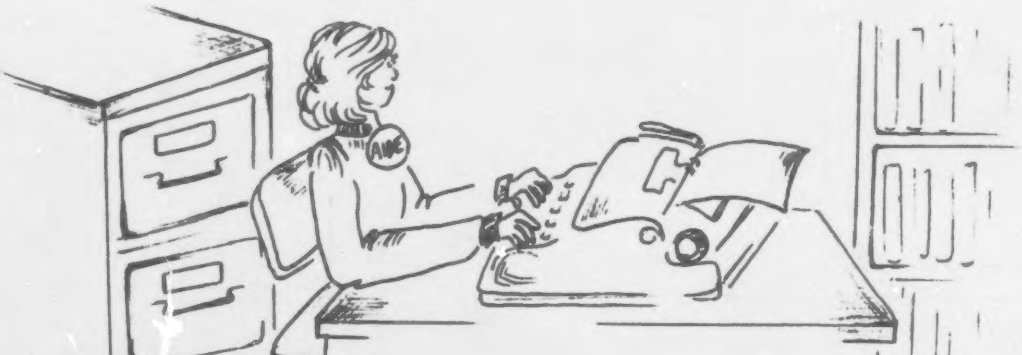
SCIENCE SOCIAL STUDIES MEDIA



JOB DESCRIPTION FOR SUPPORT STAFF

Tasks that can be handled by library media aide to allow the professional to work with children.

1. Type and process orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards and the like.
2. Order and receive materials selected for purchase by the library media specialist.
3. Maintain files of catalog cards, vertical file material, publishers' catalogs, and other appropriate files.
4. Type weekly notices to teachers concerning overdue books under the supervision of the library media specialist.
5. Make simple repairs on damaged materials or equipment.
6. Prepare current magazines for shelving and maintain the back-number stacks.
7. Assist in the annual inventory.
8. Shelve returned materials.
9. Maintain current inventory of supplies and suggest items for acquisition as needed.
10. Oversee the general neatness and attractiveness of the library media center and its displays.
11. Maintain inventory and repair records for A-V Equipment, under the supervision of the library media specialist.
12. Assist in circulation as needed.
13. Perform such other tasks and assume such other responsibilities as the library media specialist may assign from time to time.



LIBRARY MEDIA VOLUNTEER PROGRAM

Programs to recruit and utilize volunteers to act as library media center aides may be accomplished with the help of the school administration. In some schools, the Parent Teacher's Association may have a Library Media Committee or a Library Media Chairperson. In other schools, the library media specialist may send a form home asking for volunteers and from the volunteers, a chairperson may be elected (See Appendix, page 163). The Library Media Committee Chairperson can aid the library media specialist in scheduling volunteer hours, in contacting volunteers, in orienting volunteers to the library media center, and in arranging meetings for recruiting volunteers and thanking for their aid. Responsibilities for some of these tasks may be delegated to members of the committee.

Good communications between the school and the volunteers are important to establishing the volunteer program. A directory for volunteers, providing guidelines for volunteer service and listing the members of the committee, may be prepared to aid in keeping the group in touch. The directory may also give volunteer schedules.

A form to help discover special talent and interest may help in recruiting and assigning duties. The form will depend on the particular needs of the school. It could include the list of tasks that can be performed by volunteers. The form may be sent home by the P.T.A. Library Committee Chairperson, the library media specialist, or the principal.

A handbook of library media center procedures may also aid the volunteer. It should include simple procedures for care and use of materials and equipment, processing materials, filing catalog cards. shelving and circulating materials, maintaining materials, aiding students and teachers, and other tasks they are expected to perform.

LIST OF TASKS THAT CAN BE PERFORMED BY VOLUNTEERS

The library media specialist will be responsible for supervising the work of the volunteer aides. The adult volunteer aide should be able to do the following:

1. Help with inventory.
2. Help with the circulation of materials--the charge desk, etc.
3. Help with the repair and upkeep of all materials.
4. Help maintain the book collection by helping pull books for the bindery or in need of repair.
5. See that the shelves are straight and books shelved correctly.
6. Make materials lists for teachers.

7. Pull books for classrooms.
8. Maintain the card catalog.
9. Keep the information file up-to-date with current materials.
10. Help arrange fairs and contests to encourage students to use the library media center.
11. Help keep the library media center attractive with displays and bulletin boards.
12. Help with student aides.
13. Help students find materials that they need when the library media specialist is busy.
14. Distribute magazines to their various places.
15. Keep magazine records and stacks in order.
16. Help students find magazines.
17. Keep AV equipment in running order. (clean lenses, change bulbs, etc.)
18. Keep track of AV equipment using system of library media center.
19. Check out equipment and materials to faculty and students.
20. Know how to run all processing and duplication equipment in the library media center.
21. Help teachers with the above equipment.
22. Type book and materials orders.

Seventeen
TIME
BOYS LIFE
NATIONAL GEOGRAPHIC
Ranger Ri

STUDENT AIDES

If student library aides are utilized they should show a positive, cooperative attitude. This can develop successful characteristics for any job they may have in the future.

Have a specific place for the list of duties each day. This could be a special bulletin board with duty pockets, one for each student aide. Announcements could be posted on the bulletin board. Remind aides to check duty pockets and bulletin board each day.

Duty Suggestions:

1. Checking out books.
2. Straightening library media center and workroom.
3. Arranging magazines.
4. Reshelving books. (Lenna Barrett of Pryor High School lets students choose the section or area for which they are responsible. It has proven to be one of the most successful techniques with aides as it develops responsibility and pride in their work.)
5. Checkout and check-in non-print materials.
6. Help with inventory under supervision of library media specialist.
7. Help students with machines they may be using for individual work.

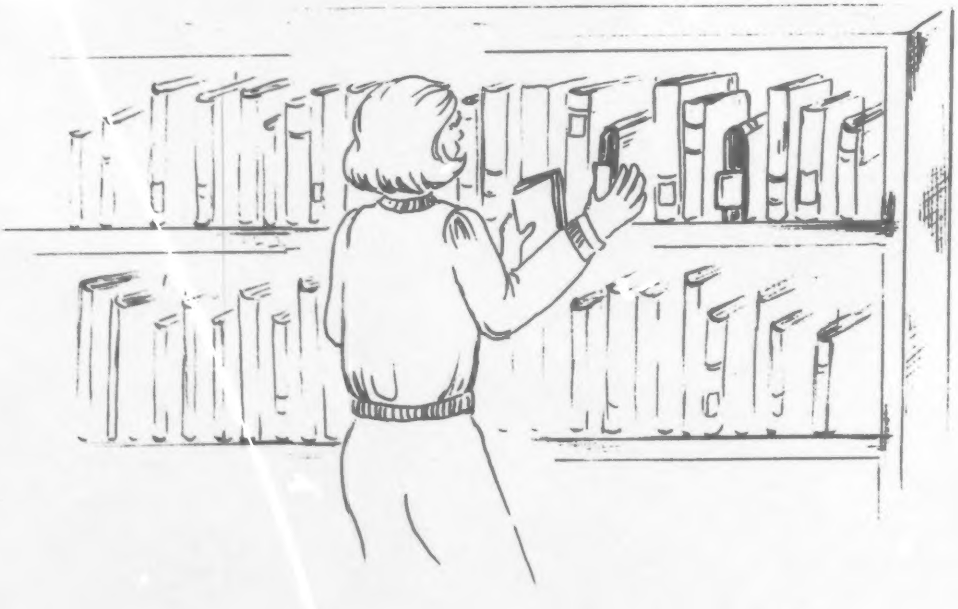
8. Help process books with supervision from library media specialist or trained adult aide.
9. Help other students locate materials. Call library media specialist if student aide cannot find material.
10. Prepare displays and decorate bulletin boards. (Some schools allow students to select the month they want to do. Lenna Barrett finds students add variety and talent.)

STUDENT AIDE SHELVING SYSTEM

La Vina Tyrrell of Mustang Middle School has student aides who assist the library media specialist by checking in and shelving materials.

Student aides must identify themselves when checking in books by initialing the checkout cards as they mark out the last persons name on the card. In this way, the library media specialist is able to tell which aide checked in each book in case of error. Before books are placed on the shelf, each book is checked by the library media specialist or adult aide to make sure all books have been checked in correctly.

Before shelving books, each aide is assigned a set of colored construction paper slips. The aide places a colored slip in the book and shelves the book down on the shelf. Later, the library media specialist or adult aide checks the shelving to make sure the books are placed correctly on the shelf. The slips are then removed to be used again and the book is placed upright on the shelves. This system alerts the library media specialist to problems a student aide may be having with the shelving system.



INVENTORY OF MATERIALS

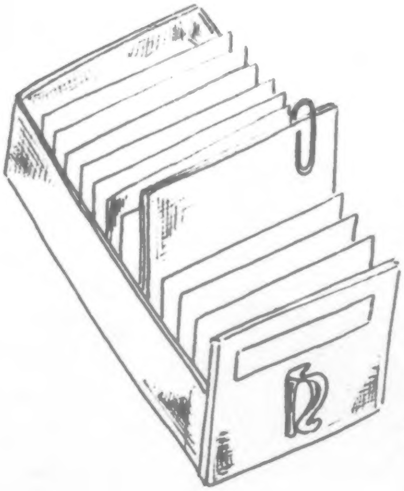
Inventory of materials should be done on a regular basis. Many schools prefer to do it at the end of the school year. Because it is such a time-consuming task it is also possible to take inventory over a two or three year period by doing it in sections.

An up-to-date inventory is necessary in order to:

1. Insure that the card catalog and shelf list reflect the collection.
2. Determine what items are missing and need to be replaced.
3. Provide information on status of collection so that standards can be met.
4. Supply administration with information for reports and insurance purposes.

Most schools find it necessary to close the media center to circulation and have all materials returned. The amount of time needed is dependent upon the size of your collection. Because services are at a minimum during inventory it is to the district's advantage to have the media specialist on an extended contract. Inventory can then take place after students are gone. Sample inventory forms may be found in the Appendix.

Inventory consists of checking the shelf list card against the books and materials on the shelves.



1. Be sure all items are in order on the shelves.
2. Take shelf list file and check to see if the item is on the shelf.
3. If an item is missing put a paper clip on the shelf card.
4. If there are multiple copies listed on the shelf card, mark which copy is missing (m/81).
5. Check other files for missing material (circulation, bindery) to determine if it is really lost.
6. If lost item is to be replaced, put shelf list card in "To Order" file.
7. If lost item is not to be replaced, file shelf list and sets of cards from the catalog in "Lost File". These cards may be discarded after a year when it is evident the material is really gone.

REPAIR OF PRINT MATERIALS

Because time and skill is necessary to adequately repair books, it is recommended that this be done only if the book cannot be replaced or rebound.

1. Minor repairs only (10 or 15 minutes per book at the most). Do not mend a book which ought to be discarded--staff time, too, is costly.

2. Parent volunteers can be very helpful by performing this task. A free step-by-step brochure, Modern Symplified Book Repair, is available from Bro-Dart, Inc., 1807 Pembroke Road, Greensboro, NC 27408 (Supply Order Dept.).

SENDING BOOKS TO THE BINDERY

Do not bind a book if a new copy can be purchased at about the same cost as binding. Consider buying a paperback copy. Books may be sent to the bindery if:

1. They cannot be replaced and are important to the collection.

2. The cover is loose or shabby or sections of the book are loose.

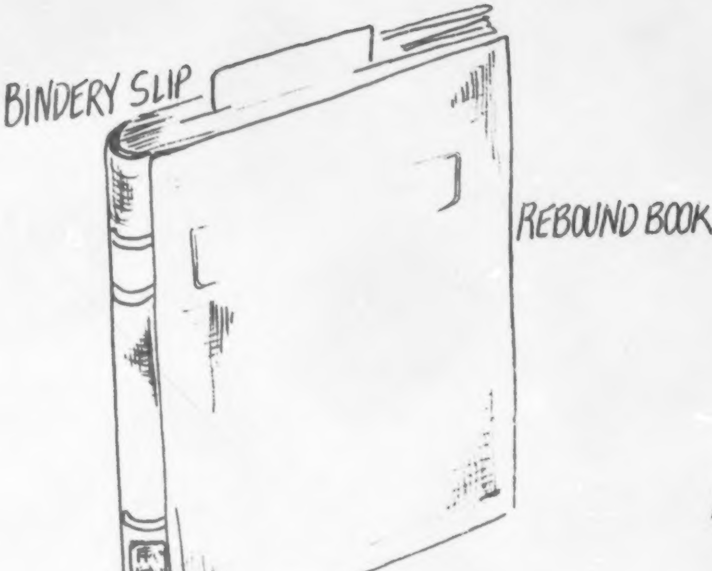
3. The books have at least 1/2 inch side margin. Do not bind more than once.

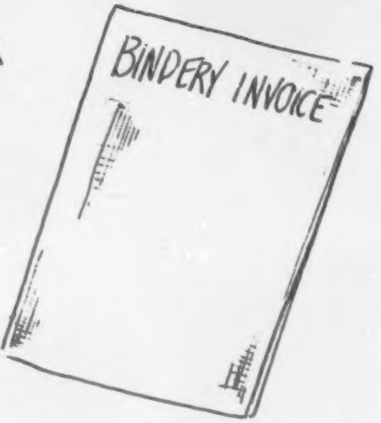
Make a list by author and title and ask bindery for special instruction steps. When rebound books are returned:

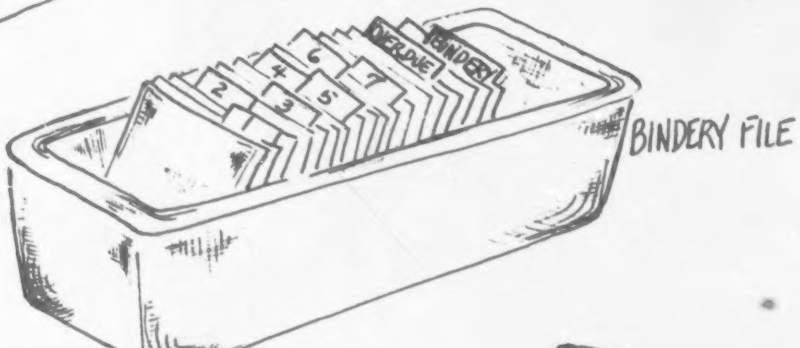
1. Check bindery invoice.

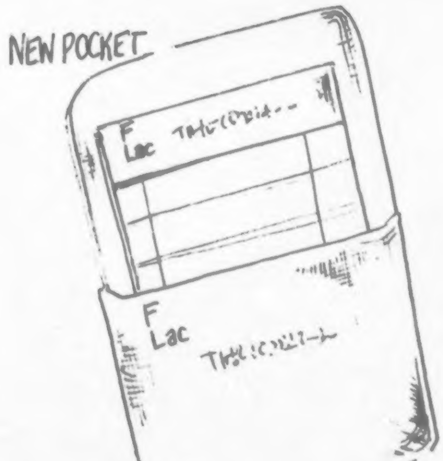
2. Pull circulation card from file (under special section labeled "BINDERY").

3. Process book with new pocket and call number label.


BINDERY SLIP
REBOUND BOOK


BINDERY INVOICE


OVERDUE
BINDERY
6
7
4
5
2
3
1
BINDERY FILE


NEW POCKET
F
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F
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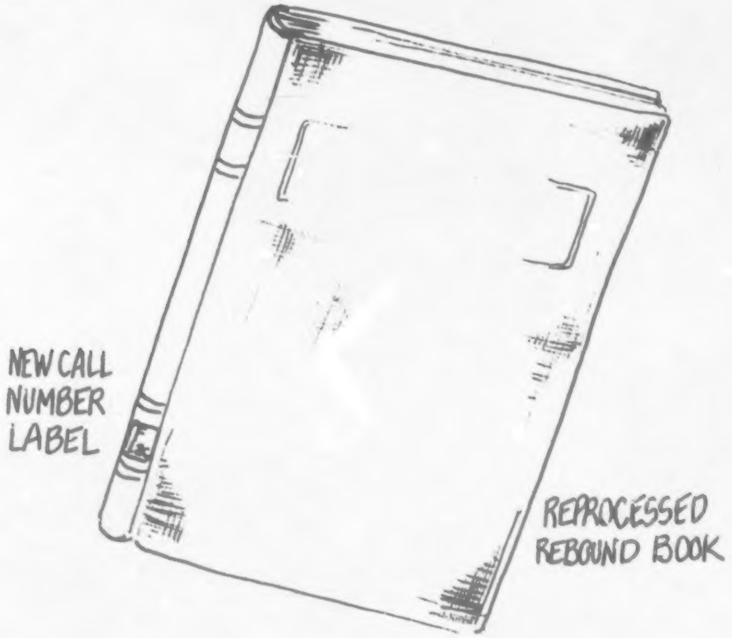

NEW CALL
NUMBER
LABEL
REPROCESSED
REBOUND BOOK

WEEDING

A smaller collection which is good, attractive, and used is a greater credit to the school than a large number of books which tend to remain on the shelves because of poor format or content. Systematic weeding is an integral part of book selection. However, do not discard books and materials on Oklahoma. Repair or send books to the bindery.

What to Weed?

1. Books of poor content such as outdated information.
2. Volumes of no use in your media center. Three to five years without circulating and the media specialist's knowledge that it has not been used in the media center for reference would probably warrant discarding.
3. Consider discarding if a title does not appear in at least one of the standard book selection aids. See page 4 for a list.
4. Books of very poor appearance such as those with yellow brittle, dirty or torn pages. Also discard those with dingy, dirty covers or whose antiquated appearance discourages use.
5. Books beyond the comprehension of the prospective reader.
6. Sets of textbooks and old textbooks unless single copies are to be used for reference.
7. Sets of readers should be returned to the classroom or other storage areas.

How to Weed

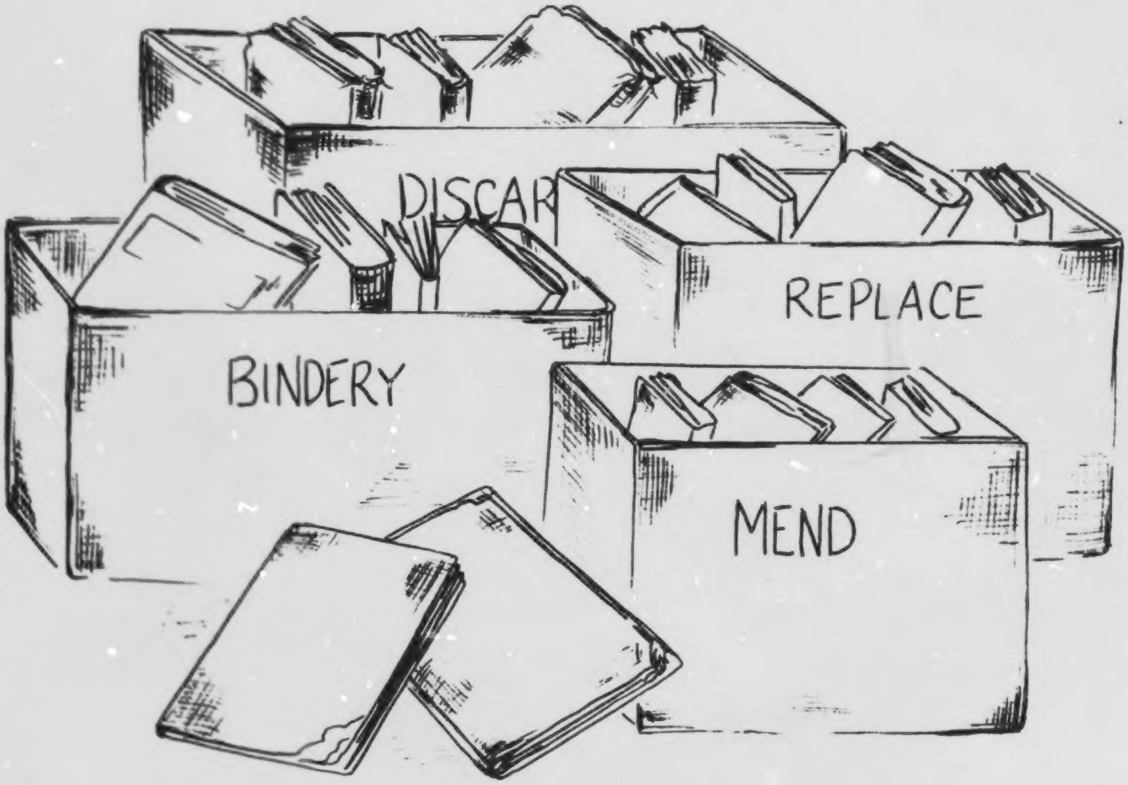
First, acquire a supply of medium-sized boxes and label them the following way:

1. Discards which are not to be replaced.
   Card and pocket should be removed and ownership stamp marked over. (Consult with your school system on their policy of disposal. Some allow students to take them home and others sell the discarded books.) Mark inside the cover of the book "Withdrawn, [year]".) Remove shelf list card and cards from the card catalog.

2. Books to be replaced.
   Follow the same procedure as in #1 except do not remove the catalog cards. Instead, place author, title, publisher, on a list of materials to order.

3. Books to be bound.
   See steps involved in Sending Books to Bindery, page 106 .

4. Books to be mended.
   See steps involved in Repair of Print Materials, page 106 .



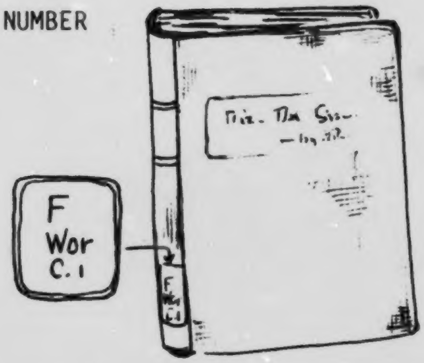
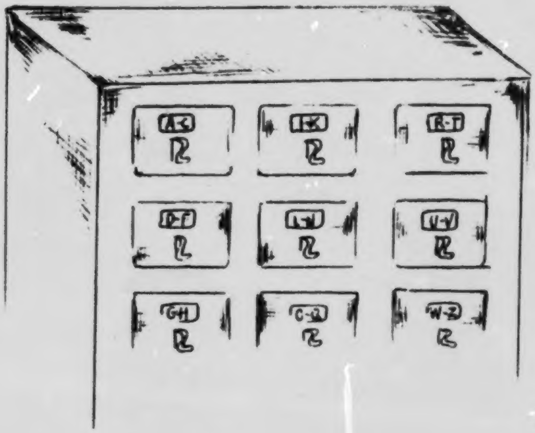
SPECIFIC HELPS IN WEEDING NONFICTION

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after five years from day of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that controversial issues are well represented from all sides.
310	Almanacs Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics Economics	Books dealing with historical aspects - determined by use. Timely or topical Material: discard after approximately ten years. Replace with new editions when available.
340-350	Government	Ten years. Watch for new material on government to superseded older.
360	Social Welfare	Weeding depends on use. Most non-historical materials are passe after ten years.
370-380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botony and natural history, science books are usually out of date within five years. Try to keep collection current by discarding and purchase.
600-618	Invention, Medicine	Five years, except for basic material on inventions and anatomy.

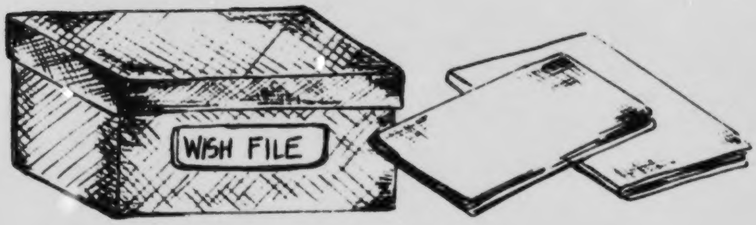
620	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
621	Radio, Television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material; except, keep almost all cookbooks.
650	Business, etc.	Ten years.
660	Chemical, Food Products	Five to ten years, according to content.
690	Manufacturers, Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation.
940-990	History	Depends on use and needs of community. Only outstanding World War II material should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get on market.
910	Travel, Geography	Discard travel books before 1960 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1970 probably only of historical interest. Watch later books also for hasty writing and misinformation.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.

Rare Books	List books published prior to 1900 and other old editions about which you are in serious doubt. Include publisher and copyright date. Send list to State Library or university library for advice on value, possible sale to rare book dealer, or on storage in state or research libraries which are the natural depositories for old and valuable yet little used material.
Periodicals, Newspapers	Keep five years, those which are in demand for reference. Magazines may be kept longer, and some of these might be bound after one year, e.g. National Geographic, Harper's Atlantic, New Republic. If space is limited, bound volumes might be disposed of after ten years. For further assistance, consult your county, regional, or state library. Consider microforms.
Pamphlets	Weed roughly according to "Specific Helps" for nonfiction, but keep only up-to-date materials.
Government Documents	Order and discard according to use and requests of patrons. Small libraries should not keep at all.

GLOSSARY

ACCESSION	Refers to the method or practice of recording each different book or material in its order of acquisition.
ACCESSION NUMBER	The number given to each different book (or material) as it is acquired by the library.
ACQUISITION	An acquiring, adding or obtaining of materials or items.
BACK ORDER	Refers to notification by a publisher or company of materials order which have been given "hold" status until the material is available. The order will not be completed until all items on the order are shipped or cancelled.
BINDERY	The place where books are sent to be re-bound.
CALL NUMBER	 The call number is comprised of two numbers: the book number on the first line, and the author number on the second line. The call number may include added information such as a large "R" for reference placed above the basic book number, and a copy number positioned below the author number.
CARD CATALOG	The file cabinet containing several drawers with center rods in which the catalog cards are filed. 

CIRCULATION	The step-by-step procedures used by a library to check books in and out.
CIRCULATION CARD or BOOK CARD	The card attached to the book or audiovisual material which is signed by the borrower and stamped with the return date or due date.
CIRCULATION DESK or CHARGE DESK	The desk used to check out materials and usually housed the check out cards, date stamper and other circulation materials.
CIRCULATION RECORDS	A daily recording of the items checked out of the library. The circulation records are usually recorded in Dewey order.
CLASSIFICATION	The placement and arrangement of like subjects together. Within the Dewey Decimal Classification, knowledge is divided into ten divisions.
CLOSING PROCEDURES	The steps taken to complete an order so that the company can receive payment.
CONSIDERATION FILE	A file of book and audiovisual titles which gives a concise annotation, remarks as to its use, place of publication, publishers, date of publication and price.



FORMAT	The shape, size, binding and general makeup of the media being purchased.

INVENTORY	To take count of books or materials in the library collection against the library holdings record in shelflist file.
INVOICE CHECK	Refers to the procedure used when opening boxes of new materials to ensure a complete or correct tally of those materials.
JOBBER	A company which handles books of many publishers where orders may be placed for all titles desired for purchase. A jobber provides convenience in that all the books are ordered and handled by the same company, cutting down correspondence on orders, consolidating deliveries and billing.
ORDER DIRECT (OD)	Materials which much be ordered directly from publisher/producer rather than jobber.
PREPROCESSING	A system in which books arrive already processed with the plastic bookjackets, cataloging labels, pockets attached with bookcard and date due card in place and a classification number printed on the label.
PRICE QUOTE	Requesting the price of an item by writing the publisher, producer or distributor requesting the price.
REQUISITION	A formal written order, request or application, as in a written order for books, etc.
SHELFLIST	Brief descriptive cards, filed numerically according to the class arrangement of books upon the shelves. It shows the subject balance of the collection.
SOFTWARE	Refers to films, filmstrips, tapes discs, slides, transparencies, video tape and pictures.
SNAGS	When the circulation card to an item cannot be found.
VERTICAL FILE	A file of ephemeral materials (articles, pamphlets, pictures, maps, overlays) usually housed in a legal sized steel filing cabinet.
WEEDING	The discarding of materials or equipment from the collection.

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National Audio-Visual Association, Inc., Academic Bulding, Saw Mill Road, West Haven, CT 06516

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Oklahoma State Department of Education, Library and Learning Resources Section, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105

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OKLAHOMA STANDARDS

Library-Media

The July 1971 edition of the *Administrators' Handbook for Elementary Middle, Junior High and High Schools,* as distributed to administrators contains revised recommendations, regulations and criteria for school libraries. Each school is expected to meet all *regulations* as set out in the handbook in order to qualify for accreditation. The *criteria* are desirable standards for good school programs but are recommendations only.

Copies of the sections dealing with the the libraries are made available here for librarians who naturally will be concerned with aiding administrators to improve educational programs in their school districts.

The information pertaining to libraries is arranged by levels of schools with regulations and criteria for each.

GENERAL PROGRESS CRITERIA - Progress Criteria are those standards of excellence which schools in Oklahoma should seek to attain.

IV. INSTRUCTIONAL MATERIAL AND EQUIPMENT

Progress Criterion h. The library media center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion i. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion j. The library media center, its materials and equipment, shall be available to staff and students throughout the school day and throughout a school session.

Instruction shall be provided so that both teachers and students may become more efficient users of the library media center, its materials and equipment.

Progress Criterion k. All resources should be carefully selected with preference given to those that have been recommended in one of the following lists:

Children's Catalog; H. W. Wilson Company, 950 University Ave, Bronx, NY 10452.

Junior High School Library Catalog; H. W. Wilson Company, 950 University Ave, Bronx, NY 10452.

Senior High School Library Catalog; H. W. Wilson Company, 950 University Ave, Bronx, NY 10452.

Elementary School Library Collection; Bro-Dart Publishing Company, 1807 Pembroke Road, Greensboro, NC 27408.

For Current Materials:

Bulletin of the Center for Children's Books, University of Chicago Press Graduate Library School, University of Chicago, 5801 Ellis Avenue, Chicago, IL 60637.

Booklist (ALA); American Library Association, 50 East Huron Street, Chicago, IL 60611.

Film News; Film News Company, 250 West 57th Street, New York, NY 10019.

Horn Book Magazine; Horn Book, Inc., Park Square Building, 31 St. James Avenue, Boston, MA 02116.

Media and Methods, North American Publishing Company, 401 North Broad Street, Philadelphia, PA 19108.

Media Review, Professional Evaluation of Instructional Materials, 346 Ethan Allen Highway, Ridgefield, CT 06877.

School Library Journal; R. R. Bowker Company, Americas, 1180 Avenue of the Americas, New York, NY 10036.

The EPIE Equipment Report. Education Products Information Exchange Institute, P. O. Box 620, Stony Brook, NY 11790

Lists published by the Library and Learning Resources, State Department of Education.

Progress Criterion 1. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The library resources budget should not account for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new school, school-adopted textbooks purchased for each student, salaries of media staff, public information program, furniture and special laboratory equipment.

ELEMENTARY SCHOOL REGULATIONS

VIII. LIBRARY-MEDIA

Regulation a. School systems which have central libraries for several elementary schools shall be supervised by a librarian with a library certificate or a minimum of 15 hours of library science and an elementary certificate. When library aides are used they shall be assigned to the central library under the supervision of the certified librarian.

Regulation b. The expenditures for elementary grades shall be sufficient to maintain a desirable library and reading program. The elementary school library shall contain reference books, sets of supplementary readers, functional readers and recreational reading materials.

The following scale of annual minimum expenditures is required.

\$8.00 per pupil for the first 200 pupils, but not less than \$600.000
\$6.00 per pupil for the next 300 pupils
\$4.00 per pupil for each pupil above 500.

Material collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other media developed to aid learning.

ELEMENTARY PROGRESS CRITERIA

Progress Criterion n. A vertical file of free and inexpensive print materials should be maintained by the librarian within the school's Library Media Center for use by teachers and students.

Progress Criterion o. A current file of community resource people should be maintained by the librarian within the Library Media Center.

Progress Criterion t. The elementary school Library Media Center should contain a minimum book collection of 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.

Progress Criterion u. A basic collection of non-print media should be provided, including such materials as filmstrips (sound and silent), tape and disc recording, film loops, maps, globes, realia, multi-media kits, and transparencies.

Progress Criterion v. Audiovisual equipment should be sufficient in quantity and variety to support the non-print collection.

Progress Criterion w. The State Department of Education does not review encyclopedias for the purpose of approving them. Any encyclopedia recommended by the Committee on Subscription Books of the American Library Association will be accepted.

MIDDLE SCHOOL REGULATIONS

VI. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment of 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three periods a day to the library and the librarian shall have a minimum of 15 hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the librarian shall devote full time and hold a library certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600.00
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

MIDDLE SCHOOL PROGRESS CRITERIA

Progress Criterion h. The building should be designated and equipped for use of modern educational media.

Progress Criterion k. The staff members should participate in the selection of content methods, teaching materials and learning activities used to achieve the school's goals.

JUNIOR HIGH SCHOOL REGULATIONS

VII. LIBRARY-MEDIA

Regulation a. The Library Media Center shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment of 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science (3 of which shall be cataloging and/or classification).

In school with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three (3) periods a day to the library and the teacher-librarian shall have a minimum of fifteen (15) hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of over 600 students, the librarian shall devote full time and hold a library certificate.

Regulation e. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600.00
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

JUNIOR HIGH PROGRESS CRITERIA

Progress Criterion g. Definite training in the use of books and library methods should be given each student, either as a separate course or as part of the organized work of one or more courses.

Progress Criterion k. The library media center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion l. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion m. The library media center, its materials and equipment, shall be available to staff and students throughout the school day and throughout a school session.

Progress Criterion n. Instruction shall be provided so that both teachers and students may become more efficient users of the library media center, its materials and equipment.

HIGH SCHOOL REGULATIONS

VII. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials for the educational program.

Material collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other newer media developed to aid learning.

Regulation b. In secondary schools with an enrollment of less than 100 students, the teacher-librarian shall devote 1 period a day to the library, excluding study hall responsibilities, and shall have a minimum of 6 hours of library science (3 of which shall be cataloging and classification) and hold a valid certificate.

If an audiovisual specialist is employed, the person shall devote at least 1 hour a day to audiovisual education and shall have a minimum of 6 semester hours in audiovisual training and hold a valid teaching certificate. If a media specialist is employed, the person shall devote 2 hours a day to the media program and shall have a minimum of 6 semester hours in library science and 6 semester hours in audiovisual training and hold a valid teaching certificate.

In secondary schools with an enrollment of 100-199 students, two periods a day of the teacher-librarian's time shall be devoted to the library, excluding study hall responsiblities, and the librarian shall have a minimum of 15 hours of library science (3 of which shall be cataloging and/or classification) and hold a valid teaching certificate.

If an audiovisual specialist is employed, the person shall devote at least 2 hours a day to audiovisual education and shall have a minimum of 10 semester hours in audiovisual training and hold a teaching certificate. If a media specialist is employed, the person shall devote at least one-half day to the media program and shall have a minimum of 10 semester hours in library science and 6 semester hours in audiovisual training and hold a valid teaching certificate.

In secondary schools with an enrollment of 200-499 students, one-half day of the teacher-librarian's time shall be devoted to the library, excluding study hall responsibilities, and the librarian shall have a minimum of 15 hours of library science (3 of which shall be cataloging and/or classification) and hold a valid teaching certificate.

If an audiovisual specialist is employed, the person shall devote at least one-half day to audiovisual education and shall have a minimum of 15 semester hours in audiovisual training and hold a valid teaching certificate. If a media specialist is employed, the person shall devote at least 2/3 day to the media program and shall have a minimum of 15 semester hours in library science and 8 semester hours in audiovisual training and hold a valid teaching certificate.

In secondary schools with an enrollment of 500-1,499 students, the librarian shall be full-time, excluding study hall responsibilities, and hold a library certificate.

If an audiovisual specialist or media specialist is employed, the person shall be full-time and hold a valid teaching certificate in the appropriate field.

In secondary schools with over 1,500 students, there shall be 2 full-time librarians, excluding study hall responsibilities, and each shall hold a library certificate.

If an audiovisual specialist or media specialist is employed, the person shall be full-time and hold a valid certificate in the appropriate field.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600.000
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

HIGH SCHOOL PROGRESS CRITERIA

II. SENIOR HIGH SCHOOL GRADES 9-12 OR 10-12

Progress Criterion a. Students should be stimulated and encouraged to do individual reading on their interest and achievement level. It is suggested that essentials of grammar and composition be offered in each grade in high school.

Progress Criterion b. Students should be encouraged to do outside research and collateral reading in social science courses for the purpose of acquiring a wider knowledge of the subject matter and to get the viewpoint of authors other than those of the adopted text.

III. LIBRARY

Progressive Criterion a. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion b. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion c. The Library Media Center, its materials and equipment should be available to staff and students throughout the day and throughout a school session.

Instruction shall be provided so that both teacher and student may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion d. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The library resources budget should not account for such items as installation of expensive and electronic facilities, general school supplies, delivery systems, security and insurance cost, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student; salaries of media staff, public information program, furniture, and special laboratory equipment.

Progress Criterion e. It is recommended that school systems begin implementing a library media program consistent with the standards published in the State Department of Education Guideines for Library Media Programs in Oklahoma.

USE OF APPENDIX

The following forms may be adapted or copied as is for use in your library media center. Some pages have two forms on a page. Simply fold the page in half and place on your copy machine. Any credits or comments may be inked out with a correction fluid.

Library Media Programs; An assessment instrument
Library Needs Assessment (Moore Public Schools)
School Media Program Self-Evaluation form
Pupil Purposes, Interests and Activities
Teacher Evaluation of Library Media Center
Teacher Questionnaire (1)
Teacher Questionnaire (2)
School Library Media Center Evaluation (ALA)
Student Questionnaire
Student Media Attitude Scale
A Quick but not Easy Test to Help You Determine How You're Doing as a School Library Media Specialist
Teacher--Library Media Planning
Library Media Center Service Request
Teacher Bibliography Request
Elementary Library Media Program; Request for service
Curriculum Planning
Gift Letter
Birthday Book Club
Library Media Center Task Sheet
Library Media Center passes
Letter to Parents
Library Media Center Volunteer Program; application form
Work Slip for Volunteers
Budget Account Record
Preview Request Letter

Preview Return Letter
Library Media Center Preview Request (Teacher)
Book Evaluation
AV Preview Form
Preview Evaluation
Equipment Repair Card
Equipment Record Card
AV Contents Slip
Request for AV Equipment Repair
Library Media Ordering Card
Overdue Notices
Library Media Center Clearance
Periodical Request
Periodical Checkout Slip
Checkout Form
Repair Slip
Reserve Notice
Inventory (shelf list) card
General Inventory (Norman Schools)
Annual Report (Moore Schools)
Book Inventory

LIBRARY MEDIA PROGRAMS

AN ASSESSMENT INSTRUMENT

Name of School District ______________________________

Name of School ______________________________

Address ______________________________ Grades ____________

______________________________ Number of students ________

______________________________ Number of teachers ________

Assessment instrument completed by ____________________, Principal

______________________________, Library Media Specialist

______________________________, Teacher

______________________________, Other ____________

Date of completion ____________ (Title)

GUIDING PRINCIPLES

The united library media program incorporates in one administrative structure the elements of the programs formerly designated as library and audiovisual. It retains and expands the desirable elements of these programs to provide each educator and each student the contributions of a coordinated library media program. The key to the library media program is service. The program should provide the following:

> Competent personnel sufficient in number to conduct a full-range of library media services
>
> Facilities designed for flexibility and convenient use
>
> Resources of high quality and sufficient quantity to meet individual interests and needs
>
> Access to all learning resources available

An effective library media program requires the commitment, involvement, and cooperation of administrators, teachers, students, and library media staff. The library media program affects, and is affected by, everyone involved in the learning process. A program succeeds to the degree that those responsible for it understand, accept, and apply these principles.

(Adapted from: Educational Media Program Criteria
North Carolina State Department of
Public Instruction)

DIRECTIONS FOR USING THE ASSESSMENT INSTRUMENT

The attached assessment forms may be completed by individuals, committees, and/or the entire faculty. Open discussion and staff involvement are important elements of successful assessment.

Principles and criteria used in the forms follow two publications:

"Guidelines for Library Media Programs in Oklahoma"
Library and Learning Resources
Oklahoma State Department of Education

"Administrators' Handbook for Elementary, Middle, Junior High and High Schools"
Accreditation Section
Oklahoma State Department of Education

Familiarity with these guidelines is essential. Should you require copies of the "Guidelines", please contact:

Library and Learning Resources
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

The following rating scale should be used to designate your priority: a (1) means this item is very important in your school's library media program, a (2) means you consider it somewhat important, and a rating of (3) means this item is of little importance to you at this time.

1 - very important

2 - somewhat important

3 - of little importance

Strengths, weaknesses, and immediate and long-range plans for improvement may be stated in the summary section at the end of the rating forms. This section will be particularly useful in effective program planning.

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I. ADMINISTRATION OF THE LIBRARY MEDIA PROGRAM

Criteria:	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
1. The library media program is designed to meet the needs of individual students and teachers, and the instructional program of the school.						
2. The principal appoints a library media advisory committee, which reflects all academic interests of the school.						
3. The school administration uses current state library media regulations and guidelines in developing the library media program (personnel, facilities, budget, materials, and equipment, and services.)						
4. A system-level policy for the selection and acquisition of materials has been adopted by the local Board of Education.						
5. The school library media budget is based on the needs of the instructional with the library media specialist authorizing the expenditure of funds.						
6. Priorities for the allocation of funds are based on both immediate needs and long-range goals of the program.						

II. ACTIVITIES AND SERVICES

	Available			Priority		
Criteria:	Yes	No	NA	(1, 2, or 3)		
1. The media center services are part of the total instructional program of the school.						
2. A flexible schedule is designed to allow for optimum use of materials, equipment, space, and personnel.						
3. The library media specialist assists teachers in curriculum planning and implementation.						
4. The media center is available for both student and teacher use before and after school and during lunch hour, as well as throughout the school day.						
5. Circulation policies make both materials and equipment available for: A. individuals and classes						
B. for home use (books)						
C. for home use (audiovisual software)						
D. for home use (audiovisual equipment)						
6. The library media specialist provides reading guidance and motivation through literature appreciation, storytelling, book talks, contests, games, displays, and exhibits.						
7. A sequential program of media skills instruction has been developed to meet individual and/or grade level needs.						

II. ACTIVITIES AND SERVICES, continued.

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
8. Media skills are taught jointly by the library media specialist and the classroom teacher who reinforces this instruction using related classroom assignments.						
9. Students and teachers are taught the proper use of audiovisual equipment.						
10. Students and teachers are encouraged and assisted in the production of media using available media production equipment.						
11. The library media specialist provides guidance in the selection and evaluation of all materials.						
12. The library media specialist communicates with teachers through: A. inservice programs						
B. information about new acquisitions						
C. circulating catalogs of new materials						
D. ordering media for preview						
13. The library media specialist fosters career awareness by providing various materials, activities, and services.						

III. PERSONNEL

QUALIFIED PERSONNEL ARE ESSENTIAL TO AN EFFECTIVE LIRBARY MEDIA PROGRAM. THE STAFF SHOULD BE COMPETENT IN THE USE OF PRINT AND AUDIOVISUAL MATERIAL AND BE COGNIZANT OF LEARNING THEORY AND CURRICULUM DEVELOPMENT. EACH MEDIA CENTER SHOULD HAVE A CERTIFIED MEDIA PROFESSIONAL WITH A SUPPORT STAFF SUFFICIENT FOR THE CLERICAL AND TECHNICAL FUNCTIONS OF THE CENTER.

Criteria:	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
A. The Professional Staff: 1. A minimum of a half-time media professional should be provided for an enrollment up to 199, full-time for an enrollment of 200-999, and two full-time professionals for 1,000-1,499. Rank your school:						
a. 1-199						
b. 200-999						
c. 1,000-1,499						
2. The library media specialist: a. conducts a sequential program of library media skills in connection with literature and other instructional areas						
b. serves on curriculum development, textbook, and other professional committees						
c. supervises the review, evaluation, selection, acquisition, and use of media in the school						
d. communicates to administrator and community the quantitative needs of the library media program						

III. PERSONNEL, continued.

	Available			Priority		
	Yes	No	NA	(1,	2, or	3)
e. maintains accurate records (financial, circulation, inventory)						
f. selects, supervises, and directs volunteers 1. student volunteers						
2. adult volunteers						
g. cooperates with counselors on guidance and counseling activities						
h. assists and cooperates with teachers in instructional planning						
i. is active in professional organizations and keeps up to date on new developments in the area of library media						
j. provides opportunities for inservice activities						
k. assists the professional staff and students in the production and utilization of media materials						
l. publicizes the media collection and services in a variety of ways						
m. informs the faculty of available television programs that relate to the curriculum						

III. PERSONNEL, continued.

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
n. provides guidance in the making of video tape recordings for instructional use						
o. provides guidance in use of computers						
B. The Support Staff 1. A minimum of a one-half time clerical aide should be provided for an enrollment up to 499, full-time for an enrollment of 500-999, and two for 1,000-1,499. Rank your school:						
a. 1-499						
b. 500-999						
c. 1,000-1,499						
2. The support staff: a. under the supervision of the library media specialist performs a variety of clerical, secretarial, and technical tasks						

IV. PHYSICAL FACILITIES

THE SCHOOL'S LIBRARY MEDIA FACILITIES SHOULD ENABLE MAXIMUM USE OF A FULL RANGE OF MATERIALS AND EQUIPMENT. THE LIBRARY MEDIA CENTER SHOULD BE CONVENIENT TO ALL CLASSROOMS. THE CENTER'S SIZE AND SPACE MUST ACCOMODATE THE LIBRARY MEDIA PROGRAM'S RESOURCES, SERVICES, AND ACTIVITIES. SPACE FOR A MINIMUM OF 45 STUDENTS, OR 15% OF THE TOTAL ENROLLMENT (WHICHEVER IS LARGER), WITH 40 SQUARE FEET PER STUDENT TO READ, BROWSE, VIEW, AND LISTEN IS DESIRABLE. ROOM FOR CONFERENCES AND AND PROFESSIONAL MATERIALS (STORYTELLING AREA IN ELEMENTARY SCHOOL IS DESIRABLE). STORAGE, PRODUCTION, WORKROOM, AND OFFICES ARE ADVISABLE. THE CENTER SHOULD HAVE AN INVITING ATMOSPHERE, ACOUSTICALLY TREATED WALLS AND FLOORS, GOOD LIGHTING, AND PROPER HEATING AND VENTILATION.

	Available			Priority		
	Yes	No	NA	(1,	2,	or 3)
Criteria:						
1. The library media center is convenient to classrooms.						
2. The library media center has easy access to the loading and delivery area.						
3. The library media center has an inviting atmosphere which is conducive to learning.						
4. Arrangement of furniture promotes the effective use of the library media center						
5. The library media center includes the following areas: a. reading, browsing, circulation, and reference area accommodating a minimum of 45 students or 15% of total enrollment, whichever is larger						
b. media multi-purpose room						
c. listening and viewing areas						
d. easily supervised conference areas						

IV. PHYSICAL FACILITIES, continued.

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
e. office area						
f. work area						
g. storage facilities for equipment, supplies, and materials not immediately needed						
h. area for display and use of professional materials						
i. specialized areas such as career education, microcomputer area, etc.						
j. production facilities for audio and visual presentations						
k. storytelling area (elementary school only)						
l. bulletin board and display areas						
6. The media center has sufficient:						
a. light						
b. heat						
c. air conditioning						
7. Floor covering is sound absorbent.						
8. The media center provides the following:						
a. standard size, adjustable shelving						
b. picture book dividers (elementary school only)						
c. periodical shelving						
d. newspaper shelving						
e. comfortable, casual furniture						

IV. PHYSICAL FACILITIES, continued

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
f. tables and chairs of suitable size and height						
g. dictionary stand						
h. atlas stand						
i. card catalog						
j. proper storage facilities for each type of audio and visual material						
k. book trucks						
l. file cabinets						
m. audiovisual equipment carts						
n. sink with running water						
o. electrically-wired study carrels (wet)						
p. unwired study carrels (dry)						
q. circulation desk						
r. typewriter						
9. The media center has adequate electric power and outlets to accommodate all media activities.						

V. LEARNING RESOURCES

THE LIBRARY MEDIA COLLECTION IS ONE ESSENTIAL COMPONENT OF THE LIBRARY MEDIA PROGRAM BUT DOES NOT CONSTITUTE A PROGRAM.

A. Materials and Equipment

Criteria	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
1. A comprehensive collection includes: a. newspapers (national, state, local)						
b. periodicals representing different editorial viewpoints and providing wide coverage						
c. back issues (at least three years back) of periodicals indexed in the ABRIDGED READERS' GUIDE or SUBJECT INDEX TO CHILREN'S MAGAZINES						
d. books: (1) Phase I of "Guidelines"						
(2) Phase II of "Guidelines"						
(3) Phase III of "Guidelines"						
e. a minimum collection of appropriate nonprint materials equal to Phase I of "Guidelines"						
2. Vertical file information is available						
3. Relevant professional materials are available.						
4. A variety of materials, equipment, and supplies enables the production of educational media unavailable from commercial sources.						
5. A file of teachers' guides and schedules to series offered through Instructional Television is available.						
6. A file of community resources (persons, places and things) is available						

V. LEARNING RESOURCES, continued.

B. Selection, Organization and Management of Materials and Equipment

Criteria:

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
1. All educational media of permanent value, regardless of where they are housed and how acquired, are inventoried, classified, and cataloged centrally.						
2. Annual inventory and records of the media collection serve as a guide in setting priorities for the selection and acquisition of media.						
3. The instructional staff assists the library media spcialist in selecting new materials and in re-evaluating existing collections for discard.						
4. Recommended selection tools are used in the selection of media.						
5. A card catalog of all educational media provides accessibility to the media.						
6. The shelf list includes information about the acquisition of all materials.						
7. The library media budget provides for the acquisition of sufficient materials and equipment to meet instructional needs.						
8. The library media budget meets the State regulations as specified in the "Administrators' Handbook for Elementary, Middle, Junior High, and High Schools":						

V. LEARNING RESOURCES, continued.

	Available			Priority		
	Yes	No	NA	(1, 2, or 3)		
"After a minimum balanced print and nonprint collection has been established, the annual expenditure for books (exclusive of textbooks), magazines, and audiovisual materials (not equipment) shall be as follows:						
$8.00 per pupil for the first 200 students, but not less than $600.00						
$6.00 per pupil for the next 300 students						
$4.00 per pupil for each student above 500 students"						
9. Funds are budgeted for the maintenance of materials and equipment.						

VI. SUMMARY

A. Areas of Strength

B. Areas of Weakness:

C. Immediate Plans for Improvement

D. Long-range Plans for Improvement.

LIBRARY NEEDS ASSESSMENT

Please answer YES, NO, or NOT SURE to the following questions and check appropriate subject area or equipment. Return the completed form to the library.

Priority		YES	NO	NOT SURE
____	1. Do you feel the library has enough books in your subject area? Please check areas of need. English ____ Science ____ History ____ Economics ____ Arts ____ Industrial Arts ____ Civics ____ Math ____ Foreign Lang. ____ Geography ____ Reading ____			
____	2. Would you like to see additional high interest/low reading level materials?			
____	3. Are there enough reading materials to supplement the classroom reading program?			
____	4. Do you feel the library has enough software (filmstrips, records, pictures, etc.) available to adequately support and enrich your curriculum area and classroom teaching? Please check areas of need. English ____ Science ____ History ____ Economics ____ Arts ____ Industrial Arts ____ Civics ____ Math ____ Foreign Lang. ____ Geography ____ Reading ____			
____	5. With the materials that are now in the library, do you feel the student will find adequate reference and research materials from a class assignment?			

Priority		YES	NO	NOT SURE
______	6. Do you feel we should purchase more materials for the mentally and physically handicapped?			
______	7. Should the library provide more materials for 'in house' media production?			
______	8. Does our library have sufficient periodicals to support your curriculum area? Please note subject area. ______________________			
______	9. Are the materials for special interest and the gifted and talented adequate?			
______	10. Do you feel there is enough audio-visual equipment in our building?			

Please check the equipment needed most.

Cassette Recorders _____
16mm Projectors _____
Record Players _____
Opaque Projectors _____
Filmstrip Projectors _____
Carousel slide _____
Dukane Cassette _____
Overheads _____
Individual Viewers _____
Headsets & Mixer _____

Video Equipment _____
Microfiche Readers and printers _____
Please list any other needs.
____
____
____

11. List other student needs that you feel are important but not mentioned.

____
____
____
____
____

SCHOOL MEDIA PROGRAM SELF-EVALUATION FORM

Grades____to____ No. of students ________ No. of teachers _____

High School curriculum:___% college bound___% vocational___% handicapped

Elementary curriculum: ___% exceptional _____% slow learner

___% handicapped _____Average class size

Services to Students	Total School	1/2 or more	1/4 or more	less than 1/4
Guidance in reading, viewing, listening				
Reference assistance				
queries answered				
Library instruction: regularly				
infrequently				
Local production				
Special programs: Film				
Other				

Services to Teachers	Total School	1/2 or more	1/4 or more	less than 1/4
Media examination & selection				
Local production facilities				
Provision of media for developing students independent study skills				
Coordination of materials with instructional program				
Assistance in planning & presenting instructional skills lesson				
Participation in teaching resource units				
Inservice courses				

Services to Administrators	All info needed	1/2 or more	1/4 or more	none
Serve as clearinghouse for information on: professional courses, workships, meetings, community resources				
Media for school programs				

Services to Community	All info needed	1/2 or more	1/4 or more	none
Media for group programs				
Interpret school program to community				
Other				

PUPIL PURPOSES, INTERESTS AND ACTIVITIES

NAME ____________________ TEACHER ____________________

Below is a list of phrases which gives some reasons why people read. You are to read each phrase carefully and place a check mark on the line before the phrase if it gives a reason why YOU read. You are not expected to mark every reason or even most of them. Check your reasons for READING ONLY!

PUPIL PURPOSES

______ 1. to find out what is going on in this world
______ 2. to amuse myself with jokes and humor
______ 3. to remind me of things I have enjoyed
______ 4. for new experiences
______ 5. to do my homework
______ 6. to memorize
______ 7. for religious reasons
______ 8. to find out how to make or do things
______ 9. to help me overcome my problems
______ 10. to read my letters
______ 11. to understand people better
______ 12. to plan my future
______ 13. to answer a question
______ 14. as a hobby

People read about many subjects, but they are more interested in some things than in others. In the list below check the subjects that you are interested in READING ABOUT!

______ 1. Adventure
______ 2. Art
______ 3. Atoms
______ 4. Automobiles
______ 5. Aviation
______ 6. Birds
______ 7. Boys
______ 8. Dinosaurs
______ 9. Dogs
______ 10. Electricity
______ 11. Engineering
______ 12. Exploring
______ 13. Farm Life
______ 14. Fossils
______ 15. Geography
______ 16. Girls
______ 17. History
______ 18. Hobbies
______ 19. Horses
______ 20. Humor
______ 21. Hunting and Trapping
______ 22. Indians
______ 23. Insects
______ 24. Inventions
______ 25. Jets and Rockets
______ 26. Jungles
______ 27. Machines
______ 28. Medicine
______ 29. Music
______ 30. Mystery
______ 31. Other Lands and People
______ 32. Pets
______ 33. Pioneers
______ 34. Rocks and Minerals
______ 35. Science and Scientists
______ 36. Science Fiction
______ 37. The Sea
______ 38. Space
______ 39. Sports
______ 40. Stars and Planets
______ 41. Trains
______ 42. Wars and Battles
______ 43. The West
______ 44. Wild Animals

Mary Dean Snelling
Edmond

TEACHER EVALUATION OF LIBRARY MEDIA CENTER 19___

Grade Level ________________
(or teaching area)

Please place a check on the appropriate line for each question.

	No	Partially or Some	Yes
1. Has the variety of materials available changed your teaching methods so that you use a wider variety of instruction materials?	____	____	____
2. Have materials purchased helped you meet your objectives?	____	____	____
3. Has the library media specialist kept you informed of new items that are available for you to use?	____	____	____
4. Did you have opportunity to give suggestions for materials purchased?	____	____	____
5. Did you receive help in learning how to use equipment that is available?	____	____	____
6. Would an orientation on using the card catalog to locate materials (books and AV materials) be helpful to you?	____	____	____
7. Have you been able to find materials you needed?	____	____	____
8. Does having a library media center help your students?	____	____	____
9. Have your students been able to find the books they need?	____	____	____

10. Do your students have skills in the following area?

	No	Partially	Yes	Not Applicable
a. locating books	____	____	____	____
b. using encyclopedias	____	____	____	____
c. listening and viewing	____	____	____	____
d. using reference materials	____	____	____	____

11. One of our objectives has been to increase the selection of books available to students. Do you feel that this objective has been met?	____	____	____

	No	Partially or Some	Yes
12. Do you feel that the new books that were purchased were selected carefully and help meet the needs of students?	____	____	____

13. Which of the following magazines (which we subscribe to) have you used this year?

Instructor	______	List Others:	______________________
Language Arts	______		______________________
Learning	______		______________________
Teacher	______		______________________

Do you have any suggestions for other subscriptions which might be useful?

14. Our goal has been flexible scheduling of the library media center, and I feel we reached this goal. I realize that it took a considerable amount of adjusting of schedules at your end. Any comments or suggestions on this?

15. Strengths of our library media center.

16. Improvements you would like to see in the library media center program.

17. Were there any units you covered for which you did not have adequate supplementary AV materials? __________ If yes, in what areas do you need more materials? (This includes possible new units in the new textbooks.)

18. Things you would like to see planned for the future of the library media center.

TEACHER QUESTIONNAIRE (1)

Name of school building ____

DIRECTIONS: Please answer each of the following questions by putting a check in the column that expresses how you feel about the library media center in your school. The term "media" refers to both print and audiovisual materials and services.

	Yes	No
1. Is the media collection of both print and non-print materials adequate to supplement your instructional program?	_____	_____
2. Are the services of the library media center and its staff readily available?	_____	_____
3. Can you plan cooperatively with the library media center staff for scheduling classes?	_____	_____
4. Are you informed about new materials?	_____	_____
5. Do you assist in the selection and evaluation of materials?	_____	_____
6. Do you feel welcome in the library media center?	_____	_____
Do your students?	_____	_____
7. Do your students receive library media skills instruction sufficient to meet their needs?	_____	_____
8. Do you receive adequate instruction on the use of materials and equipment?	_____	_____
9. Do you plan in advance for the use of audiovisual materials?	_____	_____
10. Is audiovisual equipment available when you need it?	_____	_____
11. Do you plan for curriculum enrichment with the library media staff?	_____	_____
12. Do you take part in your class's library media activities?	_____	_____
13. Do you permit students to use the library media center as needed?	_____	_____
14. What materials would you like to see added to the library media center?	_____	_____

SUGGESTIONS:

TEACHER QUESTIONNAIRE (2)

1. Do you use the library media center in your teaching activities?

   ______frequently   _____sometimes   _____never

2. How often do you use a library media center for your own needs, professional and personal?

   ____daily ___one a week ___once a month ___once a semester

3. When the library media center you use doesn't have the information you need, do you

   ____go to another library ____give up ____ask the library media specialist to order it

4. Are you normally able to find the materials which you and your students need in the school media center?

   _____always _____frequently _____sometimes _____never

5. Do you plan units of study which require students' use of the library media center.

   ______frequently   _____sometimes   _____never

6. When you plan an assignment for which students will need to use the library media center do you have planning sessions with the library media specialist?

   ______frequently   _____sometimes   _____never

7. How do you check to see if the library media center has what you need before making an assignment?

   ____contact the librarian   _____check the card catalog yourself

   ____send a student to check   _____do not do so

8. Do you find library media center employees helpful and courteous in assisting you.

   _____always _____frequently _____sometimes _____never

9. Do you send students to the library media center for independent study and research?

   _____never ____occasionally ____frequently ____constantly

10. If you are receiving less than excellent service, which factors are contributing:

____inconvenient library media center hours

____incompetent of discourteous staff

____no need for library media materials

____inconvenient location

____lack of leisure time

____lack of skills needed to use materials

____lack of need materials in collection

____use of other resources (added by teachers)

11. Library media service could be improved by:

____more books

____better books

____more audio-visual materials

____conferences between library media specialist(s) and teachers to select materials and plan ways for the library to become an integral part of classroom learning

____teaching of library mediaskills to children

____simplifying the procedure for finding books

____more permissive policies about book use--longer loan periods, overnight loan of reference books, etc.

____keep the libary media center open longer

____more knowledgeable staff

____more staff members

____more study space in the library media center

____photocopy equipment

____bettern location for the library media center

____better arrangement of library media materials

____other

12. What phases of library service would be most helpful in your teaching activities:

____book talks and discussions

____lessons on encyclopedias

____lessons on other reference books and materials

____lesson using audio-visual materials

____lessons on how to use the library

____materials provided for units of study

____opportunity for students to pursue independent study

____reading guidance

____recreational reading

____storytelling

PLEASE EVALUATE YOUR SCHOOL LIBRARY MEDIA CENTER PROGRAM IN THE FOLLOWING AREAS:

		Don't know 1	Poor 2	Fair 3	Good 4	Excellent 5
1.	Your students' attitude about going to the media center.					
2.	The media staff's willingness to cooperate in adjusting their schedule to your program.					
3.	The media staff's willingness to assemble materials for projects, room collections, etc.					
4.	The media staff tries to keep abreast of what is going on in the classroom. How do you rate their efforts in this area?					
5.	The media staff's efforts in giving you an opportunity to suggest material to be purchased.					
6.	Adequacy of the collection for the subjects at the grade level which you teach.					
7.	General appearance of the media center.					
8.	Effectiveness of displays.					
9.	Overall atmosphere of the media center.					
10.	Organization of materials as evidenced by your success in finding materials you need.					
11.	How do you rate the media staff's attitude toward teachers and students?					
12.	Your overall working relationship with the media staff.					
13.	The media staff's efforts in keeping you informed about new materials received.					
14.	Your efforts in keeping the media staff informed about new trends in methods and curriculum in your subject area and/or grade level which you teach.					
15.	Based on your observations, rate the effectiveness of instruction by the media staff in library and audiovisual skills.					
16.	Rate your attempts to reinforce the instruction of the media staff in the above area.					
17.	Thinking of the media center as a whole, rate its effectiveness in the total school program.					

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STUDENT QUESTIONNAIRE

Grade _______

1. How often do you go to the library media center?

   Several times a week_____ Once a week_____ Twice a month_____

   Once a month_____ Less than once a month____

2. Do you look at filmstrips in the library media center?

   Often_____ Occasionally_____ Never_____

3. Do you listen to cassette tapes in the library media center?

   Often____ Occasionally_____ Never_____

4. Do you use the card catalog?

   Often____ Occasionally____ Never_____

5. Do you use the reference books?

   Often____ Occasionally____ Never_____

6. Does the library media specialist give you the assistance you need to find books and materials?

   Often____ Occasionally____ Never_____

7. Are you able to find the materials you need?

   Often____ Occasionally____ Never_____

8. Do you enjoy going to the library media center?

   Yes____ Sometimes____ No_____

9. Why do you usually go to the library media center?

   Recreational reading____ Reference work____ Check out books____

   Viewing and listening activities _____ Other ______

10. List any additional materials or activities you would like in the library media center.

11. List any suggestions you have for improving student use of the library media center.

STUDENT MEDIA ATTITUDE SCALE

Name of school building ______________________________ Grade level ______

Name of school district ____

DIRECTIONS: Please answer each of the following questions by putting a check in the column that expresses how you feel about the library media center in your school.

NOTE: The term "media" refers to both print and audiovisual materials and services.

	1 Never	2 Seldon	3 Occasionally	4 Often	5 To a great extent
1. Are you allowed to go the library media center whenever you have free time?					
2. Are you able to get into the library media center and use it without feeling crowded?					
3. Do you get help in the library media center if you need it?					
4. Does the library media center have the materials you need?					
5. Do you get instruction in how to find materials in the library media center?					
6. Have you ever been asked to help choose materials for the media center?					
7. Does the school allow you to take home materials other than books from the library media center?					
8. Does the school allow you to take home viewing and listening equipment from the library media center?					
9. Are you allowed to create audiovisual materials other than books from the library media center?					
10. Do you get help from the library media staff in creating the materials?					

11. Does using media make your classes more interesting? ____________

12. Do you know when new books or materials are available in the media center? ____________

13. Do you like to go to the library media center? ____________

14. What do you like about the library media center?

15. What things do you not like about the library media center?

16. Which of the following materials do you use often in the library media center?

Books	Newspapers	Magazines	Tapes & Records	Games & Kits	Filmstrips, Slides, Transparencies	Video & Film

17. Are there any materials that you would like to use that are not available in your library media center? _____Yes _____No

18. Which of the following media have you produced with equipment from the library media center in your school? Check each types of media you have produced.

Posters	Audiotapes	Slides or Filmstrips	Transparencies	Video Tapes	8mm films

19. Do you ever use or check out materials from a public library?

_____Yes _____No

LuQuida Vinson Phillips

A QUICK BUT NOT EASY TEST TO HELP YOU DETERMINE HOW YOU'RE DOING AS A SCHOOL LIBRARY MEDIA SPECIALIST

These questions are designed to help you gain insight into you and how you see your job. Answer them with candor--it's the best way to find out how you really feel.

Instructions: For each statement, place a number in the first column rating yourself on scale 1 (low) to 5 (high).

You and Your Job	Raw Score	Adjusted Score
1. You feel competent in your job and enjoy your professions.	____	____
2. At least three-fourths of the time, you look forward to going to work.	____	____
3. Even though you are a library media specialist, you think being a teacher is more rewarding.	____	____
4. You have many new ideas you want to try in your library media program.	____	____
5. Being a librarian and dealing with printed materials is preferable to working with multimedia.	____	____
Your library media center		
1. It is attractive and inviting to students, reflecting their tastes and interests.	____	____
2. The arrangement is functional with an easy traffic flow.	____	____
3. Students know they are expected to be quiet in the library media center.	____	____
4. The library media center has several environments, providing for a variety of individual and group activities.	____	____
5. The library media center can't be used unless you are there.	____	____
Your library media program		
1. You plan activities that appeal to different ages, abilities, and interests.	____	____
2. You have frequent special events and promote them with teachers and students.	____	____
3. All of your media program takes place in the library media center.	____	____

4. You strive for a balance between learning activities and the stimulation of interests and pleasure reading. ____ ____
5. As the library media specialist you are not concerned directly with the individual student's ability to read. ____ ____

You and the administration

1. Your relationship with the principal can be described as confident, sustaining, and mutually beneficial. ____ ____
2. Your principal associates your job with all types of media, including community resources. ____ ____
3. You principal thinks it's all right to use the library media center as a study hall or for class instruction. ____ ____
4. You volunteer to help explain the school program to, and receive input from, parents and community. ____ ____
5. Your principal thinks the purpose of the library media program is to support the instructional program. ____ ____

You and the teachers

1. You communicate with each other frequently and easily, formally and informally. ____ ____
2. Teachers involve you in discussions of curriculum and procedures. ____ ____
3. Teachers get long-term loans but know they should avoid sudden unexpected requests for materials. ____ ____
4. Teachers suggest, review, and evaluate media in their field, not their grade level. ____ ____
5. You receive little or no information from teachers about individual students. ____ ____

You and the students

1. A principle goal of your program is to get students to use media in an independent way. ____ ____
2. Students enjoy discussing ideas and projects with you. ____ ____
3. You avoid discussion of personal problems with students, since that is the teacher's perogative. ____ ____
4. Students know they can work in pairs or small groups in the library media center. ____ ____
5. Your main contacts are with students in the upper half of the ability profile. ____ ____

You and media

1. You identify media in a broad sense (i.e., as all sources of input).
2. You associate special attributes with different forms of media.
3. Students benefit more from guided learning experiences than from independent use of media.
4. You have established criteria for evaluating your collections.
5. Students learn the most from books and other printed materials.

Scoring--Go back to the beginning and copy the scores for questions 1, 2, and 4 in the Adjusted Score column. For questions 3 and 5 reverse the scores: 1 is 5, 2 is 4, 3 is 3. Add up each section and total your points. (Lowest possible score 35; highest possible score 175.)

Bonus points (from 1 to 10)

For a new teacher or failing teacher that you helped to succeed.
For students you have helped to become good readers.
For students who see you as a have in times of trouble.
For parental conflicts or misunderstandings about media you have helped to resolve.
For times the principal has turned to you for support and gotten valuable help.
(Possible bonus points, 50)

Penalty points (from 1 to 7)

For low self image about yourself and your job.
For unnecessary rules and regulations that turn off your readers.
For zealous protection of your collection that limits its use.
For a narrow interpretation of your job that limits your role.
For being patronizing or materialistic with students.
(Possible penalty points, 35)
Add you bonus points to you adjusted score; subtract your penalty points.

Interpretation (Your score could be as low as 0 or high as 225.)

If you scored 0 to 40, put the test away. Try again in 24 hours and then rescore. How can you be that bad and hold a job?

If you scored from 41 to 100, read the test over and reevaluate. Were you masochistic about your feelings and capability? Did you evaluate yourself fairly?

A score from 101 to 135, frankly, is low. If you marked yourself fairly, you may need to reevaluate your attitudes and practices.

The majority of library media specialists scores between 136 and 185. This is a fairly wide range and allows for individual differences in self-image and performance. If you are in this group, go back to the low scores and think about ways of improving your performance.

Scores of 186 to 210 reflect confident, efficient library media specialists who like themselves and their jobs and do well in their work. You and the persons you work with are indeed, fortunate.

Very high scores (211 to 225) may indicate a defensive position or a person who avoids reality, but remember, only maybe. It's possible that you are that good, and if so, you are a super library media specialist.

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Betty Riley
Muskogee

TEACHER--LIBRARY MEDIA PLANNING

TEACHER ____________________

GRADE ____________________

In order for the library media center to be of more service to you, would you please list the units or subjects that you will be working on during the school year. This will help us in selecting books and audiovisual materials.

UNIT OF SUBJECT	MONTH OR TIME OF YEAR

Fran Henderson
Pulaski County, Arkansas

Dear Faculty--

I have designed these forms in the hope that the Media Center can be more helpful to you with supplementary materials in your classroom and also, to give me some clues for strengthening weak areas in our collection. Please complete a form before you begin each new unit of study, and return it to my mailbox. The Media Center staff will then follow through on your requests for services.

Thanks!

To: Librarian

From: ______________________
(Teachers's Name)

On __________________ my ______________ Classes will begin
(Date) (Subject)
studying a unit on ____________________. I would like:
(Unit Subject)

____1. Any related AV materials.

____2. A bibliography of print materials.

____3. Books placed on reserve.

____4. To reserve the Media Center for class research. If you check this item, please indicate date and periods.

____
(Date)

____
(Periods)

TEACHER BIBLIOGRAPHY REQUEST

TEACHERS: DATE: ________________

In order to serve you better next year, I would like to make an individual bibliography for any course you teach. To be able to do this, I will need a course outline and/or textbook.

Please complete a separate request (more available in the media center) for each course bibliography desired. It will take several weeks to complete the bibliography after returning the request to me. I would like to start now for next year!

COURSE __________________________ GRADE LEVEL __________________

MATERIALS TO INCLUDE WHERE AVAILABLE:

_______ books _______ records
_______ other ____________________ _______ filmstrips

Purpose for bibliography (how will you use it):

_______ required student reading _______ student projects
_______ supplimentary student reading _______ teacher reference

Comments:

ELEMENTARY LIBRARY PROGRAM
Request for Service

Teacher ______________________

1. Introduce materials for a unit of work: Date ________ Time _____

   Name of Unit ____
   During the introduction, please stress _______________________

2. I am sending a group of children for research and reference activity
   Activity: Date _____________ Time ____________

   Please have reference material available on _________________
   Set up: ___________ listening center ________ filmstrip viewers
   ___________ tape recorder ________ record player

3. Schedule work/study skill class: Date ___________ Time ________

4. Schedule a story hour: (note: story hours must be related to units of work.) Story should have as its main topic or theme:

   __________________________ Date _____________ Time __________

5. Other request: ____

6. Send the following material to my classroom: (list on reverse side)

CURRICULUM PLANNING

TOPIC	OBJECTIVE

TEXT	SUPPLEMENTAL REFERENCES	AUDIOVISUAL MATERIALS	COMMUNITY RESOURCES
(chapter, pages)	(Media Center-Books, Pamphlets from Vertical File, Learning Package, etc.	(Filmstrips, 16mm., pictures, charts, records, cassettes, etc.)	(People, places)

ACTIVITIES

Real Things, Models, Demonstration	Oral or Written Reports	Discussion questions
(live animals, dioramas, collections, etc.)	(could include plays, dramatic readings)	

RELATED CURRICULUM ACTIVITIES

Math	Science	Reading	Music	Art

Dear :

On behalf of the School Library Media Center and the administration of ______________________ School, may I take this means to acknowledge your recent gift of materials to the library.

You name has been entered in our Gifts Register. The gift materials will be evaluated by the staff to determine their best use in accordance with the library's objectives.

We are most grateful for your interest in the library media center. Your gift will help to meet the educational and recreational needs of the students and teachers served by the library media center. Thank you.

Sincerely,

BIRTHDAY BOOK CLUB

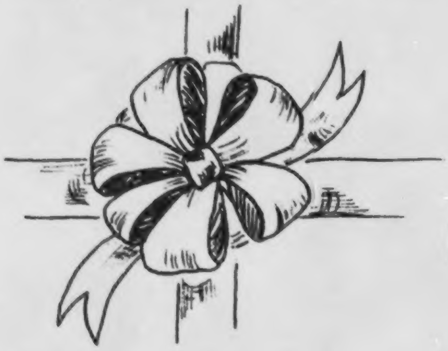
LaVonne Sanborn, Stillwater, has increased students' interest and the size of the collection in her media center by establishing a Birthday Book Club. She informs parents at a PTA meeting and in a monthly library newsletter concerning the operation of the club.

It words as follows:

1. Certain new books are placed on a Birthday Book Shelf.
2. Children bring in a money donation ($1.00-$10.00). It is used to purchase more new books.
3. Special recognition is given. The child can be the first to check out a new book of their choice. A name plate is printed for the book.
4. A Birthday Bulletin Board has the child's name added to the membership list.

A PRESENT FOR

____



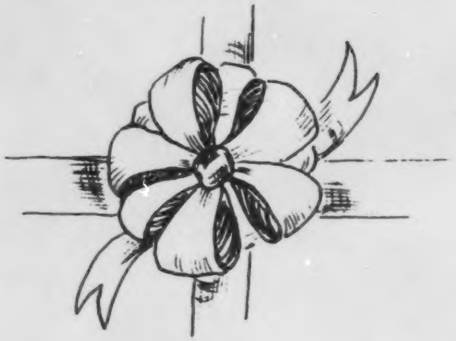
FROM: ______________________

DATE: ______________________

GRADE: ______________________

A PRESENT FOR

____



FROM: ______________________

DATE: ______________________

GRADE: ______________________

Carolyn Sadeghy
Moore

LIBRARY MEDIA CENTER TASK SHEET

Students may come to the Media Center anytime during the day, as long as they have this sheet signed by their teacher showing that they have permission to be here. Only one to five students should be sent at a time from a classroom. Please be sure that the students have a designated purpose for being in the Media Center.

STUDENT'S NAME ______________________________

______ Check out/return books (Material)
______ Reference/research work
______ AV weekly programmed stations
______ Digitor (Circle One)
Level of difficulty of problems 1 2 3 4 5 6 7 8 9 0
Function - + x ÷
______ AV Stations (Please put name of film/tapes, record or subject to supplement class work
______ Center Activities
______ Other (Explain) ______________________________

______________ Time Left Classroom

______________ Time to return to classroom

______________ Teacher's signature only

DRAG ON INTO
THE
LIBRARY MEDIA
CENTER

NAME ______________________

PURPOSE

A.V. ______________
DIGITOR ______________
RESEARCH ______________
STUDY ______________
READING ______________
BROWSING ______________
TIME DUE LEFT ______________
TIME DUE BACK ______________

DRAG ON INTO
THE
LIBRARY MEDIA
CENTER

NAME ______________________

PURPOSE

A.V. ______________
DIGITOR ______________
RESEARCH ______________
STUDY ______________
READING ______________
BROWSING ______________
TIME DUE LEFT ______________
TIME DUE BACK ______________

Dear Parents,

Today your child is bringing home a book borrowed from our school library. This is a great event for children, and we know that you will share in your child's excitement.

Our wish is that you, parents, enjoy this book with your child. Read and reread it as many times as requested. After supper and before bedtime, as you know, are good times to enjoy a story together. Such pleasant times with good books will help develop in your child a love for reading and provide happy memories to last a lifetime.

Your child may keep this book a week and return it for another on library day. The book may be taken to school each day and brought home at night.

Should you notice that the book needs repair, we would appreciate your marking the page with a bookmark and we will mend it.

May we take this opportunity also to invite you to visit your school library which is located in the original school building. We feel that you will be proud of the book collection and facilities that have been made available to your children by the efforts of the Board of Education.

Very sincerely,

, Librarian
, Teacher
, Principal

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LIBRARY MEDIA CENTER
VOLUNTEER PROGRAM

Application Form

The library media center of ______________________________ School is requesting volunteer aid. If you would like to help in the center, please sign and return this form.

- -

I would like to aid by volunteering in the ____________________________ School's Library Media Center.

Name ____ Phone __________________

Address ____

Some library tasks I could perform are - (Please check):

____________________ Working with student groups

____________________ Aiding in preparing displays and bulletin boards

____________________ Organizing pamphlets and picture files

____________________ Preparing Community Resource Guide

____________________ Preparing new books and materials

____________________ Maintaining books and materials.

____
Signature

WORK SLIP FOR VOLUNTEEERS

Date ______________________________

Name ______________________________

Tasks for today - Please complete according to the priority listed.

______ Shelving

______ Filing

______ Typing of cards

______ Processing books or audiovisual

______ Processing of Information File Materials

______ Reading of shelves ____

______ Inventory ____

______ Pulling materials for bibliography

______ Display or bulletin board

______ Repairs

______ Other

Items completed ____

Signed ______________________________

BUDGET ACCOUNT RECORD

Library: ______________________ Year: ___________

TYPE OF MATERIALS: _____________ Budget: ___________

Date Ordered	Purchase Order #	Material Ordered	*	Vendor Source	Estimated Cost	Received	Actual Cost	Date Paid

*Account: Federal, Fine, Project
PTA, Local Funds, etc.

Nancy Sloan
Mustang

Gentlemen:

I am in the process of previewing materials for purchase and would appreciate it if your company would send the following items on a preview basis.

If our teachers should select your materials I will send the preview copy back and send a requisition through for the item. If, however, the preview materials are new and we decide to purchase I will keep the copy and send a requisition through our administration with a notation that we have already received the material.

Items requested:

Sincerely,

Nancy Sloan
Mustang

GENTLEMEN:

RE: PREVIEW SET #

Enclosed you will find the preview set ____________________________ ________________requested on P.O. # _________________________ dated ____________________. The materials are being returned due to the following reason:

_____ Does not meet our particular educational goals and objectives for the subject area.

_____ The materials do not meet the desired quality, i.e. ______________________________.

_____ The materials meet our needs and will be ordered at a later date.

We appreciate the opportunity to preview the materials and your prompt attention to our request.

Sincerely,

Norman Schools

Library Media Center Preview Request

Goal -- To evaluate material in specific areas where the collection is inadequate to meet the needs of the curriculum.

Because of the cost in time and money unlimited requests for evaluation are no longer feasible.

Therefore each teacher is to consider the following before making a request.

(1) What units appear to need material?

(2) What materials are now available in the library or which might relate to this unit?

(3) What objectives would you expect the requested material to meet?

If after considering these questions you feel this request is justified, please complete the request form below understanding this is subject to the approval of a library media specialist.

I would like the library to obtain the following material for evaluation:

____
Title

____
Producer (Catalog and Pg. No.) Price

I understand that it is necessary to preview and evaluate this material in the time allotted by the company upon its arrival or I will be responsible for paying the return postage.

____
Signature

____
Date

____
LMS Signature

Nancy Sloan
Mustang

BOOK EVALUATION

Date ________________

Evaluator ______________________ Subject Specialist ________________

Format: Book ________ Other ____________________________

Title ____

Author ____

Evaluation:

Recommendation for retaining or discarding material:

AV PREVIEW FORM

Title ______________________________ Producer ________________

Price ____________ Date Received ____________ Return Date ____________

Previewed by (Teacher's name)	Do you recommend for purchase? Yes No	Comments

Norman and
Mustang Schools

Teacher ______________________
Please return to the library by
____

Preview Evaluation

Title ______________________
Circle Type of material: Sound filmstrip, sound/slide, kit, record, tape, specify other

Cost ____________ Grade Level ____________ Copyright Date ________
Producer ______________________

	Excellent	Good	Fair	Poor
Provides useful information and/or Activities				
Format is appropriate for the grade level indicated				
Content is accurate and well organized				
Information in the material is not biased or misleading				
Technical quality is satisfactory.				
Packaging is convenient and durable.				
Opportunities are provides for the use of rational powers. (see below)				

Rational powers: Recalling, Classifying, Inferring, Deducing, Observing, Imagining, Generalization, Defining, Interpreting, Analyzing, Comparing, Predicting, Synthesizing, Evaluating, Constrating, Hypothesizing

Is the material worth the purchase price? ______________________

If you would recommend purchase of only part of a set (for example, one filmstrip) please indicate: ______________________

Are teacher's guides well done and useful? ______________________

Do you recommend this item for purchase? ______________________

If so, please indicate priority: 1st ________ 2nd ________ 3rd ________

How would you use this material if it is purchased? ______________________

____

Which unit(s) of study in your course would this material support?

____

Evaluation ______________________
School and grade
Assignment ______________________

EQUIPMENT REPAIR CARD

SCHOOL

EQUIPMENT BRAND SERIAL NUMBER

DESCRIPTION OF PROBLEM

SENT TO DATE SENT

COMMENTS

DATE OF RETURN COST

White copy - Retain at School
Carbon copies - Attach to equipment

7

EQUIPMENT RECORD CARD

SCHOOL ______________________ LOCATION ______________________

NAME ______________________ BRAND ______________________

SERIAL NO. ______________________ MODEL NO. ______________________

PURCHASED ____________ FROM ____________ COST ____________ LAMP ________

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME

THIS SET CONTAINS THE FOLLOWING

____FILMSTRIP(S)
____CASSETTE TAPE(S)
____LP RECORD(S)
____SLIDE(S)
____TEACHER GUIDE(S)
____STUDENT MANUAL(S)
____OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

____FILMSTRIP(S)
____CASSETTE TAPE(S)
____LP RECORD(S)
____SLIDE(S)
____TEACHER GUIDE(S)
____STUDENT MANUAL(S)
____OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

____FILMSTRIP(S)
____CASSETTE TAPE(S)
____LP RECORD(S)
____SLIDE(S)
____TEACHER GUIDE(S)
____STUDENT MANUAL(S)
____OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

____FILMSTRIP(S)
____CASSETTE TAPE(S)
____LP RECORD(S)
____SLIDE(S)
____TEACHER GUIDE(S)
____STUDENT MANUAL(S)
____OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

Request for A-V Equipment repair

Complete this card and attach to equipment

Type of Equipment ____________________________________

Description of problem:

Teacher ________________________________

Call No.

Library Media Order Card

School ________

Reviewing source ________

________ New Title

Replacement or Added Copy

Type of Material ________

Copyright ________

Edition ________

Author ________

Title ________

____

Publisher/ Producer ________

Vendor ________

# Copies	Pr/copy	Total	Fund

Date ordered

Date Received

Local
Federal

Call No.

Library Media Order Card

School ________

Reviewing source ________

________ New Title

Replacement or Added Copy

Type of Material ________

Copyright ________

Edition ________

Author ________

Title ________

____

Publisher/ Producer ________

Vendor ________

# Copies	Pr/copy	Total	Fund

Date ordered

Date Received

Local
Federal

TIMES UP!
12
1
2
3
4
5
6
7
8
9
10
11

YOUR BOOK IS

OVERDUE!

DATE____________

LIBRARY MEDIA CENTER NOTICE

NAME______________________

ROOM______________________

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT THE FOLLOWING BOOK:

____

____

DUE DATE:_________________

YOUR BOOK

IS DUE!

DATE____________

LIBRARY MEDIA CENTER NOTICE

NAME______________________

ROOM______________________

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT THE FOLLOWING BOOK:

____

____

DUE DATE:_________________

OVERDUE NOTICE

Student ______________

Room ______________

Title ______________

Date Due ______________

OVERDUE NOTICE

Student ______________

Room ______________

Title ______________

Date Due ______________

OVERDUE NOTICE

Student ______________

Room ______________

Title ______________

Date Due ______________

OVERDUE NOTICE

Student ______________

Room ______________

Title ______________

Date Due ______________

YOUR BOOKS
ARE
NEEDED
NOW!

Call NO.

ROOM______________DATE__________

NAME______________________________

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT THE FOLLOWING:

DUE

Now overdue with a fine of

____

Now ready for your use.
Now needed in the Library/ I.M.C.

Library Media Specialist

DATE__________

LIBRARY MEDIA CENTER NOTICE

NAME__________

ROOM__________

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT THE FOLLOWING BOOK:

DUE DATE:__________

ANNOUNCING!
THE NEXT NOTICE
WILL BE SENT TO
THE PRINCIPAL!!

FINE NOTICE

Student ____________________

Room ____________________

Title ____________________

Fine $____________________

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student ____________________

Room ____________________

Title ____________________

Fine $____________________

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student ____________________

Room ____________________

Title ____________________

Fine $____________________

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student ____________________

Room ____________________

Title ____________________

Fine $____________________

Please return your book or ask for a "Hold" fine if you have lost your book.

LIBRARY MEDIA CENTER CLEARANCE

Date ____________

Name ____________________

has returned all books and paid all fine to date in the Library.

____
Librarian

LIBRARY MEDIA CENTER CLEARANCE

Date ____________

Name ____________________

has returned all books and paid all fine to date in the Library.

____
Librarian

PERIODICAL REQUEST

NAME

TITLE	DATE

PERIODICAL REQUEST

NAME

TITLE	DATE

PERIODICAL CHECKOUT SLIP

___Microfiche Today's Date ______

___Periodical Hour ______

Periodical Title ______

Month & Year ______

Page Numbers ______

Return Date ______

Student's Name ______

Room ______

PERIODICAL CHECKOUT SLIP

___Microfiche Today's Date ______

___Periodical Hour ______

Periodical Title ______

Month & Year ______

Page Numbers ______

Return Date ______

Student's Name ______

Room ______

DATE DUE ____________

DATE OUT ____________

List Title of Material:

College Cat. ____________

____

Career File ____________

____

Magazine ____________

____

____

Student's Name and Room

____

DATE DUE ____________

DATE OUT ____________

List Title of Material:

College Cat. ____________

____

Career File ____________

____

Magazine ____________

____

____

Student's Name and Room

____

REPAIR SLIP

Call No. ____________

Author ____________

Title ____________

____

____________ pages torn

____________ pages loose

____________ back loose

____________ spine torn

____________ no pocket

____________ no book card

____________ section loose

____________ other

REPAIR SLIP

Call No. ____________

Author ____________

Title ____________

____

____________ pages torn

____________ pages loose

____________ back loose

____________ spine torn

____________ no pocket

____________ no book card

____________ section loose

____________ other

Lenna Barrett
Pryor

_______________ (Student) _______________ (Class)

This material you requested to be reserved for you is now in the library media center. We will hold it for you until 4:00 P.M., today.

Library Media Specialist

_______________ (Student) _______________ (Class)

This material you requested to be reserved for you is now in the library media center. We will hold it for you until 4:00 P.M., today.

Library Media Specialist

INVENTORY CARD

__________ Class Year __________

TITLES ____________________

VOLUMES ____________________

ACQUISITIONS ____________________

MISSING ____________________

WITHDRAWN ____________________

TOTAL ____________________

(Norman Public Schools use the above card to assist with inventory. Card is filed in the Shelf List Catalog and a running count is maintained of all acquisitions, lost or withdrawn materials.)

GENERAL INVENTORY OF RESOURCE CENTER COLLECTIONS

School___________________________

Year________________

Enrollment________________________

Class. Area	Books General Collection		Ref.	Prof.	Indiv. Silent FS	Indiv. DR	Indiv. Cass. & R-R Tapes	FS in FSR Sets	Sound-Slide Sets	Film Loops	Indiv. Trans.	Slides	Multi Media Kits	Games	Teach. Aids	Models	Prog. Mat.	Pictures/ Study Prints
	Paperback	Hardback																
000's																		
100's																		
200's																		
300's																		
400's																		
500's																		
600's																		
700's																		
800's																		
900's																		
B																		
SC																		
F																		
E																		
TOTAL																		
New this year																		
Discarded this year																		
Lost this year																		

Globes________________

Maps________________

Curriculum
Material
No. sets____________

Magazines:

No. titles
general____________

No. titles
professional_________

Encyclopedias

Titles	Copyright

Microfiche

Titles	Years

Moore Schools

ANNUAL REPORT 19__

____
School

1. Book count:
   - a. Total volumes reported on last annual report . . . ______
   - b. Volumes added during 19__ . . . . ______
   - c. Volumes withdraws . . . . ______
   - d. Volumes unaccounted for (stolen or lost) . . . . . ______
   - e. Volumes lost and accounted for (paid) . . . . . . ______
   - f. Total . . . . ______

Book Count by Classification

	Last Year	New Volumes	Total
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
B			
CAREER			
REF.			
PROF.			
SC			
FIC			
E			

II. Software count:

Type of Material	Last year	New Materials	Total
1. Audiorecord			
2. Charts			
3. Diaramas			
4. Filmstrips			
5. Flash cards			
6. Games			
7. Kits			
8. Globes			
9. Maps			
10. Microforms			
11. Microscpor slides			
12. Models			
13. Motion pictures			
14. Pictures			
15. Realia			
16. Slides			
17. Transparencies			
18. Video records			

a. Total items reported on last annual report . . . ____________

b. Items added during 19___ . . . . ____________

c. Items withdrawn . . . . ____________

d. Items unaccounted for (stolen or lost) . . . . . ____________

e. Items lost and accounted for (paid) . . . . . . ____________

f. Total . . . . ____________

Software count by Classification

	Last Year	New Items	Total
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
BIO			
CAREER			
REF.			
PROF.			
SC			
FIC			
E			

III. Periodicals and Newspapers

a. Number of periodical titles currently received __________

b. Number of newspaper titles currently received __________

c. Number of periodical titles on microforms __________

IV. Operating Expenditures (From all sources Federal, PTA, Donations, etc.)

____
Library

____
Year

Budgeted Item	Last Year's Expenditures	Current Year's Expenditures
Books Direct Orders Jobber Orders (Bid)		
Equipment		
Film Rentals		
Furniture		
Library and Audio Visual Supplies Bid Items Direct Orders		
Magazines Hard Copy Jobber Direct Microform Newspapers Pamphlets		
Repairs		
Software Filmstrips Games Kits Maps Models Phonodiscs Sculpture Tapes & Cassettes Transparencies Other (miscellaneous)		
Standing Orders		
Binding		
Postage		

TOTALS . . . . ______________ ______________

V. Circulation Summary:

E
000
100
200
300
400
500
600
700
800
900
BIO
CAREERS
REF
PROF.
SC
FIC
Paperbacks Uncataloged
Vertical file
Periodicals
Request for Periodicals

Total . . . . . ____________________

VI. Class use of Library:

Teacher	Hours	Teacher	Hours

a. Total number of hours . . . . ________

b. Number of classes using the library facilities . . ________

c. Number of persons doing individualized study . . . ________

VII. North Central Association Statistics:

a. Number of student seats in the library . . . ______________

b. Enrollment . . . . ______________

c. Per cent of enrollment which can be seated. . ______________

VIII. Staff and Hours:

a. Number of librarians . . . . ______________

b. Number of clerical . . . . ______________

c. Total number of paid staff . . . . ______________

d. Fill out the following . . . . ______________

1. ______________ Librarian ______________ Degree Held

______________ # of credit hours in LS ______________ OK Certificate in LS

______________ # Hours working in library each week

2. ______________ Librarian ______________ Degree Held

______________ # of credit hours in LS ______________ OK Certificate in LS

______________ # Hours working in library each week

BOOK INVENTORY

	19___	19___	19___	19___
000				
100				
200				
300				
400				
500				
600				
700				
800				
900				
Biography				
Short Story				
Reference				
TOTAL				
+ Uncataloged				
Lost				
Discarded				
GRAND TOTAL				
Total + Uncataloged				
Number of Periodicals				